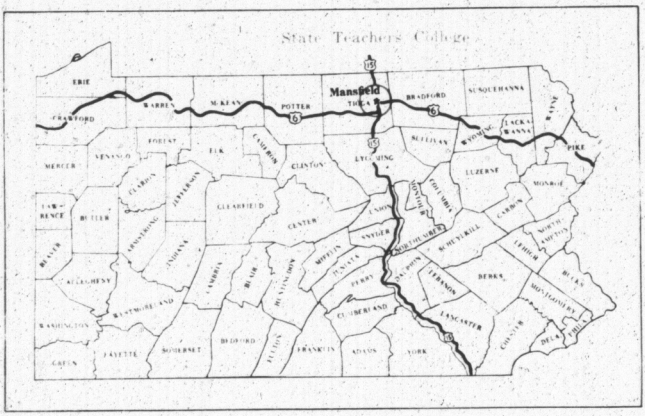
Mansfield

State Teachers College

General Catalog Number

1947-1948

Mansfield, Pennsylvania



LOCATION OF MANSFIELD

Mansfield Borough is located in Tioga County, Pennsylvania approximately fifty miles north of Williamsport via Route 15 and thirty miles southwest of Elmira, New York, via Route 549. At this point, two main highways of Pennsylvania—Route 6, running east and west, and the aforementioned Route 15, running north and south—intersect, rendering Mansfield State Teachers College easily accessible by motor from all parts of the state.

There is no passenger train service to or from Mansfield; but there is adequate freight train service. Thus, if it is necessary, a student may send his baggage to the College by rail. In doing so, however, the student should be certain that such baggage is marked distinctly with his own name and "State Teachers College, Mansfield, Tioga County, Pennsylvania." He should be sure also that the baggage is shipped via Elmira, New York, and the Tioga Division of the Erie Railroad.

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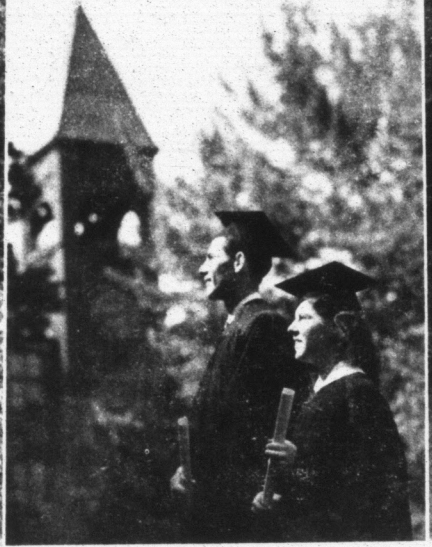

PROSPECT

POISED

The College Quarterly

STATE TEACHERS COLLEGE
MANSFIELD, PENNSYLVANIA

Volume 52 FEBRUARY, 1947 Number 1

GENERAL CATALOG NUMBER
Eighty-Fifth Editiion
1947-1948

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is

an accredited member

of

The Middle States Association

of Colleges and Secondary Schools

and

The American Association of Teachers Colleges

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COLLEGE CALENDAR

1947-1948

SUMMER SESSIONS

First Session Begins	June 2
First Session Ends	July 12
Second Session Begins	July 14
Second Session Ends	August 22

ACADEMIC YEAR

1947-1948

FIRST SEMESTER

Registration of Freshmen	Monday, September 8
Registration of Upperclassmen	Tuesday, September 9
Classes Begin	Wednesday, September 10
Thanksgiving Recess Begins at Noon	Wednesday, November 26
Thanksgiving Recess Ends at Noon	Monday, ,December 1
Christmas Recess Begins at the Close of Classes	Saturday, December 20
Christmas Recess Ends at Noon	Monday, January 5
First Semester Ends at the Close of Classes	Monday, January 19

SECOND SEMESTER

Registration	Thursday, January 22
Classes Begin	Friday, January 23
Easter Recess Begins at the Close of Classes	Saturday, March 20
Easter Recess Ends at Noon	Wednesday, March 31
Alumni Day	Saturday, May 22
Baccalaureate Services	Sunday, May 23
Class Day Activities	Monday, May 24
Commencement	Tuesday, May 25

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COMMONWEALTH OF PENNSYLVANIA
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SHIRLEY J. MERRICK, *Stenographer*

LAURA M. McCANN, *Stenographer*

THE COLLEGE

HISTORY

After some preliminary planning by prominent citizens beginning in 1854, the first building was erected and opened in 1858, under the name of the Mansfield Classical Seminary, with a registration of 105 students. Four months later, this building burned to the ground; but the resolute citizens suffered no delay in renewing building operations, with the result that South Hall was available for the formal opening of school on November 28, 1859.

From its beginning, the school labored under such serious financial difficulties that in 1862, at the request of the trustees, the Commonwealth of Pennsylvania took over the Classical Seminary, and it became the Normal School of the Fifth District.

In 1871 the first provision for student teaching was organized by Professor Fordyce A. Allen, then head of the Normal. At first, the elementary grades of the Mansfield Soldiers Orphans School were used for the purpose; but later, when the need for the Orphan school no longer existed in the district, the lower grades of the local public school were organized for teacher preparation.

A modern training school building was opened on the campus in 1914, and six years later, the junior high school was included in the organization. The new junior high school building, however, was not erected until 1926.

The State Council of Education at its meeting in June, 1926, authorized the State Normal School at Mansfield to confer the degree of Bachelor of Science in Education to graduates of courses in Elementary and Secondary Education. A year later, on May 13, 1927, a formal resolution authorized a change of name from the State Normal School at Mansfield to the State Teachers College at Mansfield and, subsequently, the power to grant degrees was extended to the special fields of Music and Homemaking.

GROUNDS AND BUILDINGS

Mansfield State Teachers College is situated in the heart of Pennsylvania's Northern Tier, a region of forested mountains and fertile valleys once known to an earlier people as "The Garden of the Six Nations." The campus, a plot of fifty acres, is fraught with natural beauty and man-made symmetry which provide an ideal setting at all times of the year.

The buildings, about twenty in number, are of brick and stone construction. All are modern, commodious, and well equipped. Among them are a new homemaking and music education building, which have extended and enhanced materially the facilities of the College.

SOUTH HALL, which stands on the site of the original Mansfield Classical Seminary, is the oldest and historically most interesting building on the campus. It houses the men's dormitory, the office of the dean of men, the Y.M.C.A. room, and fraternity, recreation, and music-practice rooms for men, together with the College Library, which occupies the ground floor.

NORTH HALL is a combined women's dormitory and administrative building. It contains living accommodations for women students; the offices of the president, the deans, and the business staff; the College Dining Room; the kitchens and the bakery; reception and conference rooms; the Campus Book and Supply Store; the Y.W.C.A. room; and the various assembly, recreation, and music-practice rooms for women.

THE INFIRMARY BUILDING, a student health center conveniently set apart from the dormitories, contains the offices of the College physician and the College nurse and rooms for the treatment of injury and illness. In connection with the infirmary there are isolation quarters for the care of any persons ill with contagious diseases who cannot be removed safely to their homes. A State Hospital is located in Blossburg, ten miles from Mansfield, where by special arrangement with the College serious medical or surgical cases receive immediate attention at low cost.

ALUMNI HALL, with its traditional Clock Tower, is an instruction and recitation building. One of the older structures on the campus, the building is distinguished not only for its academic usefulness, but also for its historical interests and significance.

THE ARTS BUILDING is a completely modern structure containing the latest equipment in the specialized fields of homemaking and music education. Included here are classrooms, laboratories, rehearsal rooms, conference rooms, administrative quarters, and various special facilities. Under the same roof, a living unit provides a model "home situation," in which groups of homemaking students with a resident instructor, live and work together as part of the course in home management.

THE SCIENCE BUILDING affords space for chemical, physical, and biological laboratories; a commodious lecture room; a dark room; and stock and supply rooms. Several of the science instructors maintain offices in this building.

THE COLLEGE LIBRARY is housed in South Hall and offers the advantages of any up-to-date library. It subscribes to over 150 magazines and 20 newspapers and contains more than 20,000 volumes. Its reference books and periodical indices supply adequate means for study and research. It maintains a large pamphlet file and picture collection. Recreational reading is provided for by a Rental Collection of courrent best-sellers. A trained librarian is on duty at all times to assist students in locating material. Libraries in the elementary and junior high school buildings supply juvenile books for the use of the children and teachers in those schools.

THE EDUCATION CENTER, once known as the Model School, now houses the departments of Education, Psychology, Speech, Handwriting, and Mathematics and Psycho-educational Center.

THE ELEMENTARY SCHOOL BUILDING provides a laboratory situation for prospective teachers of rural and elementary schools, grades one to six inclusive. In this modern structure are to be found a full complement of well-equipped classrooms with observation booths; a beautiful library room; special music, fine arts, and industrial arts quarters; a large gymnasium-auditorium; departmental offices; and clinical facilities.

THE JUNIOR HIGH SCHOOL BUILDING has a similar plant for prospective teachers of grades seven, eight, and nine. Here too, are classrooms, laboratories, a library, a mechanical shop, a printing shop, a gymnasium, and departmental offices. The Mansfield Senior High School cooperates with the College in furnishing further opportunities for student observation and teaching.

STRAUGHN HALL, the College auditorium, is a fine modern building with a seating capacity of 1,250. A three-manual Austin organ is installed in this building, which also is equipped with sound-motion picture apparatus and with stage and lighting facilities adequuate for dramatic productions.

THE GYMNASIUM BUILDING furnishes excellent facilities in the field of physical education. Here provisions have been made for a large double playing floor, with ample room for men's and women's sports to be carried on simultaneously. Locker and shower rooms, offices for the director of the department, and other facilities which contribute to a full physical education and athletic program also are provided.

THE SWIMMING POOL, occupying a building of its own, makes possible the enjoyment of one of the most popular and beneficial of all sports the year around.

THE STUDENT CENTER, formerly the old gymnasium building, is a newly-created recreational and social center. Here may be found a large room suitable for informal dances, parties, and games. The offices of the Carontawan and the Flashlight, student publications, also are in this building.

THE PRESIDENT'S HOME is an imposing residence which harmonizes admirably with the buildings of the College proper and contributes much to the beauty and dignity of the campus as a whole.

SMYTHE PARK is a tree-lined inclosure of thirty acres apart from the campus, where the athletic contests of the College are held.

REQUIREMENTS FOR ADMISSION

SUMMARY OF GENERAL REQUIREMENTS FOR ADMISSION TO PENNSYLVANIA STATE TEACHERS COLLEGES

1. **General scholarship,** as evidenced by graduation from an approved four-year secondary school or institution of equivalent grade, as determined by the Credentials Division of the Department of Public Instruction.*

2. **A ranking in the upper half of the class at graduation.** Candidates for admission who lack this second requirement will be required to present further evidence of fitness for admission, as prescribed in the special requirements for admission..

3. **Integrity and appropriate personality,** as indicated in an estimate by secondary school officials of the candidate's trustworthiness, honesty, truthfulness, initiative, industry, social adaptability, personal appearance and sympathy.

4. **Health, physical vigor, emotional stability, and absence of physical defects or predispositions toward ill health,** in their relationship to the demands customarily made on a teacher, as determined by a medical examination at the college. Specific standards are set up in the special requirements for admission.

5. **Normal intelligence and satisfactory command of English,** as evidenced by rating in standard tests. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all state teachers colleges.

6. **A personal interview,** with particular attention to personality, speech habits, social presence, expressed interests of the applicant, and promise of professional development.

SPECIAL REQUIREMENTS FOR ADMISSION TO MANSFIELD STATE TEACHERS COLLEGE

1. **Graduation from an approved four-year secondary school.**
2. **Secondary school record and statement of ranking in class.**
3. **Character rating.**
4. **Personal record.**
5. **Medical and physical record.**
6. **Personal interview.**
7. **Aptitude test.**†

The necessary admission forms will be furnished by the College on request.

*During the present emergency, students may be admitted to the College on completion of all but the last-year of a standard secondary school course.

BASS

†The aptitude test is required only of those applicants who are rated in the lower half of their secondary school class.. Students will be notified when the test is to be given.

SPECIAL REQUIREMENTS FOR ADMISSION TO THE HOMEMAKING EDUCATION CURRICULUM

1.. Completion of standard secondary school courses in Chemistry and Physics. A student who has not had this work may make up this deficiency on the campus.

SPECIAL REQUIREMENTS FOR ADMISSION TO THE MUSIC EDUCATION CURRICULUM

1. The possession of an acceptable singing voice.

2. The ability to sing at sight, and with a fair degree of accuracy of intonation, melodies of the degree of difficulty of simple folk or hymn tunes.

3. The ability to play piano music of the degree of difficulty of the first book of any standard graded course of piano instruction, including equal facility in reading from both treble and bass staffs; or sufficient facility on a band or orchestral instrument to indicate capability to transfer this musical training to the piano. Students who cannot meet the piano requirement will be considered as entering with a deficiency. They may be required to substitute additioinal lessons on that instrument for lessons on a string or wind instrument until they have developed sufficient facility to insure their continued progress in this field.

4. The ability to pass an examination on the following rudiments of music: intervals, scales, key-signatures.

All applicants for admission must interview the Director of Music Education concerning the aforementioned requirements before their applications can be approved finally.

ADVANCED STANDING

1. Transfer students meet the same requirements as other applicants, and will not be accepted without certificates of honorable dismissal.

2. Credit will be given for acceptable courses pursued in accredited collegiate institutions provided that the grade is one grade above the lowest passing grade.

3. No student may obtain a certificate or a degree without a minimum residence of one year in this college.

4. Degree candidates desiring to pursue any part of their approve program of studies for the degree at another institution will be required to secure, in advance, approval from the Dean of Instruction.

5. All degree candidates must file applications with the Registrar at the beginning of the semester in which the degree is expected to be obtained.

THE INSTRUCTIONAL PROGRAM

CURRICULA OFFERED AT MANSFIELD

1. **Four Year Elementary Education Curriculum.**

Students desiring to qualify for the degree of Bachelor of Science in Education are required to complete satisfactorily the basic four-year Elementary Education curriculum and twelve-semester hours of electives selected from the following list:

	C.H.	S.H.
Child Adjustment	3	3
Diagnostic and Remedial Instruction in Reading	3	2
Mental Hygiene	3	3
Safety Education	2	2
Special Education	3	3
Teaching Arithmetic	3	2
Handicrafts	4	3
General Homemaking I	3	3
General Homemaking II	3	3

Approved courses in academic fields and special curricula.

A special Elementary Education bulletin will be sent by the College on request to persons interested.

2. **The Four-Year Secondary Education Curriculum** provides four years of pre-service preparation in Secondary Education and leads to the degree of Bachelor of Science in Education, entitling the hold-

er to teach in Junior and Senior High Schools those subjects in which he has specialized, including grades seven and eight when organized on a secondary basis in a 6-3-3 school.

3. **The Four-Year Homemaking Education Curriculum** provides four years of pre-service preparation in the specialized field of Homemaking Education and carries with it the degree of Bachelor of Science in Homemaking Education, entitling the holder to teach and supervise vocational homemaking, and generally a secondary subject.

A special Secondary Education bulletin will be sent by the College on request to persons interested.

4. **The Four Year Music Education Curriculum** affords four years of pre-service preparation in the specialized field of Music Education and leads to the degree of Bachelor of Science in Public School Music, entitling the holder to teach and supervise public school music and generally a secondary subject.

A special Music Education bulletin will be sent by the College on request to persons interested.

ELEMENTARY EDUCATION CURRICULUM

B. S. IN EDUCATION

Sequence of Courses Subject to Change for Administrative Purposes

First Semester

	C.H.	S.H.
Appreciation of Music	3	2
Biological Science I	4	3
English I	3	3
Fundamentals of Speech	3	3
Health Education I	1	½
Physical Education I	2	½
Place & Purpose of Education in the Social Order	2	2
Orientation (Including Library)	2	1
	20	15

Second Semester

Appreciation of Art	3	2
Biological Science II	4	3
English II	3	3
Health Education II	1	½
Physical Education II	2	½
History of Civilization	4	4
Principles of Geography	3	3
	20	16

Third Semester

Economic Geography	3	3
General Psychology	3	3
Health Education III	1	½
Physical Education III	2	½
Literature I	3	3
Physical Science I	4	3
Elective	3	3
	19	16

Fourth Semester

Educational Psychology	3	3
Health Education IV	1	½
Physical Education IV	2	½
Literature II	3	3
Physical Science II	4	3
Principles of Sociology	3	3
Electives	4	4
	20	17
Electives and Specialization	12	12

*Preliminary non-credit courses in Art and Music will be arranged for students unprepared to carry Art or Music I without further instruction.

Fifth Semester

	C.H.	S.H.
Art I	4	2
Curriculum in Arithmetic	2	2
Health Education V	1	½
Physical Education V	2	½
Music I	4	2
School Law	1	1
Teaching of Reading	3	3
U. S. History to 1865	3	3
Elective	3	3
	23	17

Sixth Semester

Art II	3	2
Curriculum Materials	4	3
Health Education VI	1	½
Physical Education VI	2	½
History of Pennsylvania	2	2
Music II	3	3
Teaching of English Including Handwriting	4	3
U. S. History After 1865	3	3
	22	16

Seventh Semester

Children's Literature	3	3
Curriculum in Elementary Science	4	3
Education Measurements	2	2
Evolution of American Public Schools	2	2
Student Teaching	9	6
	20	16

Eighth Semester

American Government	3	3
Ethics	3	3
Student Teaching	9	6
Visual Education	2	1
Electives	2	2
	19	15

Specialization

A.	Early Childhood Early Childhood Ed.	3	3
B.	Intermediate Ed. Teaching History	3	3
C.	Rural Education Rural School Prob.	3	3

Total—128 Semester Hours

SECONDARY EDUCATION CURRICULUM

B. S. IN EDUCATION

Sequence of Courses Subject to Change for Administrative Purposes

First Semester

	C.H.	S.H.
Appreciation of Music	3	2
Biological Science I	4	3
English I	3	3
Health Education I	1	½
Physical Education I	2	½
Place & Purpose of Education in the Social Order	2	2
Orientation (Including Library)	2	1
Fundamentals of Speech	3	3
	20	15

Second Semester

Appreciation of Art	3	2
Biological Science II	4	3
English II	3	3
Health Education II	1	½
Physical Education II	2	½
History of Civilization	4	4
Principles of Geography	3	3
	20	16

Third Semester

Economic Geography	3	3
General Psychology	3	3
Health Education III	1	½
Physical Education III	2	½
Literature I	3	3
Physical Science I	4	3
Elective	3	3
	19	16

Fourth Semester

Educational Psychology	3	3
Health Education IV	1	½
Physical Education IV	2	½
Literature II	3	3
Physical Science II	4	3
Principles of Sociology	3	3
Electives	4	4
	20	17

Fifth Semester

American Government	3	3
Educational Measurements	2	2
Health Education V	1	½
Physical Education V	2	½
School Law	1	1
Electives	10	10
	19	17

Sixth Semester

Curriculum Materials	4	3
Health Education VI	1	½
Physical Education	2	½
Problems of Secondary Ed.	2	2
U.S. History After 1865	3	3
Electives	7	7
	19	16

Seventh Semester

Ethics	3	3
Evolution of American Public Schools	2	2
Student Teaching	9	6
Visual Education	2	1
Elective	3	3
	19	15

Eighth Semester

Student Teaching	9	6
Electives	10	10
	19	16

The electives in the first two years shall consist of such approved courses as will meet the needs of the student's future program of studies. The electives in the last two years shall be selected with reference to the field of service for which the prospective teacher is preparing.

Total—128 Semester Hours

HOME ECONOMICS EDUCATION CURRICULUM

B. S. IN HOME ECONOMICS EDUCATION

Sequence of Courses Subject to Change for Administrative Purposes

First Semester

	C.H.	S.H.
Biology I (Phys.)	4	3
Clothing I	6	3
English I	3	3
Health Education I	1	½
Physical Education I	2	½
Homemaking Education I	1	1
Principles of Design I	4	3
Textiles	3	2
Orientation (Including Library)	2	1
	26	17

Second Semester

Biology II (Bact.)	4	3
Chemistry I (Inorg.)	6	4
English II	3	3
Foods I	7	3
Health Education II	1	½
Physical Education II	2	½
Principles of Design II	3	2
	26	16

Third Semester

American Government	3	3
Chemistry II (Org.)	6	4
Clothing II	4	2
Foods II	7	3
General Psychology	3	3
Health Education III	1	½
Physical Education III	2	½
Place & Purpose of Education in the Social Order	2	2
	28	18

Fourth Semester

Consumer Education	3	3
Educational Psychology	3	3
Home Management I	5	4
Health Education IV	1	½
Physical Education IV	2	½
Literature II	3	3
	17	14

Fifth Semester

	C.H.	S.H.
Family Health	3	2
Health V	1	½
Physical Education V	2	½
Homemaking Education II	3	3
Home Management III	9	3
Nutrition	4	3
Principles of Economics	3	3
School Lunch Management	5	3
	30	18

Sixth Semester

Applied Design I	3	2
Health Education VI	1	½
Physical Education VI	2	½
Home Mgt. II	3	3
Gen. Student Teaching	5	3
Electives	6	6
	20	15

Seventh Semester

Applied Design II	4	3
Child. Dev. & Nur. Sch.	7	4
Homemaking Ed. III	2	2
U.S. History Before 1865 (including Penna.)	3	3
Visual Education	2	1
Electives	3	3
	21	16

Eighth Semester

Appreciation of Music	3	2
Clothing III	4	2
Family Relation	3	2
Principles of Sociology	3	3
Vocational Student Teaching	9	5
	22	14

Total—128 Semester Hours

MUSIC EDUCATION CURRICULUM

B. S. IN PUBLIC SCHOOL MUSIC

Sequence of Courses Subject to Change for Administrative Purposes

	C.H.	S.H.
First Semester		
Ear Training	3	2
English I	3	3
Harmony I	3	3
Health Education I	1	½
Physical Education I	2	½
Place & Purpose of Education in the Social Order	2	2
Solfeggio I	3	2
Orientation (Including Library)	2	1
Applied Music V. P. I. B. O. Ch.	9	3
	28	17
Second Semester		
Ear Training II	3	2
English II	3	3
Fundamentals of Speech	3	3
Harmony II	3	3
Health Education II	1	½
Physical Education II	2	½
Solfeggio II	3	2
Applied Music V. P. I. B. O. Ch.	9	3
	27	17
Third Semester		
Appreciation of Art	3	2
Ear Training III	3	2
Eurythmics I	2	1
Harmony IV	2	2
Health Education III	1	½
Physical Education III	2	½
History of Civilization	4	4
Solfeggio III	3	2
Applied Music V. P. I. B. O. Ch.	9	3
	29	17
Fourth Semester		
Elementary of Cond.	2	2
Eurythmics II	2	1
Harmony III	2	2
Health Education IV	1	½
Physical Education IV	2	½
Literature II	3	3
Meth. & Mat. I	4	3
U.S. Hist. After 1865 (including Penna.)	3	3
Applied Music V. P. I. B. O. Ch.	9	3
	28	18
Fifth Semester		
General Psychology	3	3
Harmony V	2	2
Health Education V	1	½
Physical Education V	2	½
History & Appreciation of Music I	3	3
Meth. & Mat. II	4	3
Applied Muisc V. P. I. B. O. Ch.	9	3
	24	15
Sixth Semester		
Educational Psychology	3	3
Harmony VI	2	2
Health Education VI	1	½
Physical Education VI	2	½
History & Appreciation of Music II	3	3
Meth. & Mat. III	4	3
Applied Music V. P. I. B. O. Ch.	6	2
	21	14
Seventh Semester		
Adv. Choral Cond.	3	3
American Government	3	3
Student Teaching	8	6
Applied Music V. P. I. B. O. Ch.	6	2
	20	14
Eighth Semetser		
Adv. Instr. Cond.	3	3
Educational Measurements	2	2
Physical Science II	4	3
*Visual Education	2	1
Student Teaching and Conferences	8	6
Applied Music V. P. I. B. O. Ch.	6	2
	25	16

Total—128 Semester Hours

***May be used as an elective, since this course is required for the conversion of a provisional to a permanent college certificate.**

FIELDS OF SPECIALIZATION IN THE ELEMENTARY EDUCATION CURRICULUM

Students desiring to specialize in Early Childhood Education (nursery school, kindergarten, grades 1, 2, and 3), Intermediate Education (grades 4, 5, and 6), or Rural Education (grades 1-6 or 1-8) are required to complete satisfactorily the basic four-year Elementary Education curriculum and meet the following specific requirements for the field of specialization desired:

Early Childhood Education

	C.H.	S.H.
Early Childhood Education	3	3
Curriculum Materials, Selection, and Adaptation for early childhood grades	4	3
*Student teaching in grades below grade four	18	12
	25	18

*Three of the twelve semester hours required may be observation and participation on other age levels of the elementary field.

Intermediate Education

	C.H.	S.H.
Teaching of American History and Government	3	3
Curriculum Materials, Selection, and Adaptation for intermediate grades	4	3
*Student teaching in intermediate grades	18	12
	25	18

*Three of the twelve semester hours required may be observation and participation on other age levels of the elementary field..

Rural Education

	C.H.	S.H.
Rural School Problems	3	3
Curriculum, Materials, Selection, and Adaptation for rural schools or in grades 1-6 or 1-8 under conditions approximating those in rural schools	4	3
*Student teaching under rural school conditions	18	12
	25	18

*Three of the twelve semester hours required may be observation and participation in the Early Childhood Education or Intermediate Education divisions..

FIELDS OF SPECIALIZATION IN THE SECONDARY EDUCATION, THE HOMEMAKING EDUCATION, AND THE MUSIC EDUCATION CURRICULA

1. The student following the Secondary Education Curriculum is required to complete one field of at least 24 semester hours and at least one field of not fewer than 18 semester hours.

2. It is recommended that the student following the Home Economics Education Curriculum or the Music Education Curriculum should complete, besides his special field, at least one field of not fewer than 18 semester hours.

3. As early as possible in the student's academic career, he must demonstrate competence in the fields chosen before permission to complete requirements for certification may be granted.

BIOLOGY

Requirements

1. The student specializing in Biology shall take either General Botany I and II or General Zoology I and II in place of Biological Science I and II.

2. The student shall take Chemistry I and II in place of Physical Science I and II.

3. If Biology is the first field of specialization, the student shall complete all required courses and not fewer than 12 semester hours of elective courses. If Biology is the second field of specialization, the student shall complete all required courses and not fewer than six semester hours of elective courses.

Rquired Courses—12 Semester Hours

	C.H.	S.H.
General Botany I (Flowering Plants)	5	3
General Botany II (Non-flowering Plants)	5	3
General Zoology I (Invertebrates)	5	3
General Zoology II (Vertebrates)	5	3

Elective Courses—6-12 Semester Hours

	C.H.	S.H.
Anatomy (Comparative)	5	3
Entomology	5	3
Field Botany	5	3
Field Zoology	5	3
Ornithology	5	3
Physiology	5	3

CHEMISTRY

Requirements

1. The student specializing in Chemistry shall take Physics I and II in place of Physical Science I and II.

2. If Chemistry is the first field of specialization, Biological Science I and II, or the equivalent number of semester hours in botany and zoology, are required.

Required Courses—18 Semester Hours

	C.H.	S.H.
Inorganic Chemistry I	5	4
Inorganic Chemistry II	6	4
Qualitative Analysis	7	3
Quantitative Analysis	7	3
Organic Chemistry I	6	4

Elective Courses—6 Semester Hours

	C.H.	S.H.
Organic Chemistry II	5	3
Biological Chemistry	5	3
Chemistry of Foods and Nutrition	5	3

ENGLISH

Required Courses—18 Semester Hours

	C.H.	S.H.
English I	3	3
English II	3	3
Literature I	3	3
Literature II	3	3
English Philology	3	3
Advanced Composition	3	3

Elective Courses—6 Semester Hours

	C.H.	S.H.
Shakespeare	3	3
Short Story	3	3
Modern Novel	3	3
World Literature	3	3
Contemporary Poetry	2	2
Victorian Prose and Poetry	3	3
Romantic Period	3	3
Essay	3	3
Modern Drama	2	2
19th Century Novel	3	3

FRENCH

Required Courses—18 Semester Hours

	C.H.	S.H.
Elementary French I	3	3
Elementary French II	3	3
19th Century French Prose and Poetry	3	3
Contemporary French Prose and Poetry	3	3
Outline Course in French Literature	3	3
17th Century French History and Literature Composition	3	3

Elective Courses—6 Semester Hours

	C.H.	S.H.
French Novel	3	3
French Drama	3	3
Romantic Movements in French Literature	3	3
Realistic Movements in French Literature	3	3

GEOGRAPHY

Required Courses—18 Semester Hours

	C.H.	S.H.
Principles of Geography	3	3
Economic Geography	3	3
Geography of U. S. and Canada	3	3
Geography of Latin America	3	3
Geography of Europe	3	3
Geography of the Pacific Realm	3	3

Elective Courses—6 Semester Hours

	C.H.	S.H.
Climatology and Meteorology	3	3
Psysiography	3	3
Conservation of Natural Resources	3	3

LATIN

Requirements

1. To elect Latin ,a student must present three high school units of Latin.

Required Courses—18 Semester Hours

	C.H.	S.H.
Latin I, Ovid and Virgil	3	3
Latin II, Livy	3	3
Latin III, Cicero and Tacitus	3	3
Latin IV, Horace	3	3
Latin V, Plautus and Terence	3	3
Latin VI, Roman Civilization	3	3

MATHEMATICS

Requirements

1. To elect Mathematics, a student must present three high school units in Mathematics, of which Algebra and Plane Geometry must have been taken in the senior high school..

Required Courses—18 Semester Hours

	C.H.	S.H.
College Algebra I	3	3
College Trigonometry	3	3
Analytic Geometry	3	3
Calculus I	3	3
Calculus II	3	3
Statistics	3	3

Elective Courses—6 Semester Hours

	C.H.	S.H.
College Algebra II	3	3
History of Mathematics	3	3
Spherical Trigonometry and Navigation	3	3
Applied Mathematics	3	3

PHYSICS

Requirements

1. The student specializing in Physics must demonstrate competence in mathematics adequate to carry courses in physics.
2. The student shall take Chemistry I and II in place of Physical Science I and II
3. Biological Science I and II, or the equivalent number of semester hours in botany and zoology, will be required.

Required Courses—15 Semester Hours

	C.H.	S.H.
Physics I	6	4
Physics II	6	4
Mechanics	5	3
Electricity and Magnetism	6	4

Elective Courses—9 Semester Hours

	C.H.	S.H.
Heat	5	3
Radio Communication	5	3
Modern Physics	5	3

SCIENCE (General)

Requirements

1. The student specializing in General Science shall complete not fewer than 30 semester hours of courses in science, including courses in chemistry, physics, botany, zoology, earth science, and mathematics.

SOCIAL STUDIES

Required Courses—19 Semester Hours

	C.H.	S.H.
History of Civilization	4	4
Ethics	3	3
American Government	3	3
Social and Industrial History of U.S.	3	3
Modern European History	3	3
Principles of Economics	3	3

Elective Courses—5 Semester Hours

	C.H.	S.H.
Early European History	3	3
Latin American History	3	3
Comparative Government	3	3
History of England	3	3
History of the Far East	3	3
History of Pennsylvania	3	3
History of U. S., Including Pa., before 1865	3	3
History of U. S., Including Pa., after 1865	3	3
Introduction to Philosophy	3	3

SPANISH

Required Courses—18 Semester Hours

	C.H.	S.H.
Elementary Spanish I	3	3
Elementary Spanish II	3	3
Intermediate Spanish I	3	3
Intermediate Spanish II	3	3
Introduction to Spanish Literature	3	3
Spanish Conversation	3	3

COURSES OF INSTRUCTION

GENERAL EDUCATION

(All required and elective courses available to students following the Elementary Education and the Secondary Education curricula; and certain required and all elective courses, common to the aforementioned curricula, are available to those following the Homemaking Education and the Music Education curricula.)

ART

Appreciation of Art aims to develop the knowledge and appreciation of art so essential to every well-prepared teacher. The chief periods in the history of art become centers of study. Outstanding masterpieces of architecture, sculpture, painting, and the minor arts are studied in relation to modern life and art. Two Semester Hours.

Art I is designed to give experience in handling various media, such as paper, cardboard, thin wood, clay, soap, metal, and weaving and basketry materials. It stimulates response to graphic, plastic, and constructed forms, so that there will be recognition and enjoyment of Art. In addition, it prepares the prospective teacher to instruct and to guide the child in his art expression. Two Semester Hours.

Art II aims to establish principles, to develop skills, and to give opportunities for creative expression and experience in handling the various media used in the public schools, such as pencil, crayon, water color, etc. It develops the necessary aesthetic judgments and techniques which enable the student to function successfully in realizing the aims of Art Education. Two Semester Hours.

Handicrafts is designed to give experience in crayon painting, stenciling, tie- and spray-dyeing, block printing, batiking, weaving, ceramics, leather and metal crafts, wood-carving, and mask-making. Emphasis is placed on the importance of fine design in all successful craft work. Three Semester Hours.

BIOLOGY

General Botany I (Flowering Plants) gives to the student an understanding of the structures and life processes of seed plants. Included is a detailed study of the gross anatomy, as well as the microscopic structure of all the plant organ. Three Semester Hours.

General Botany II (Non-flowering Plants) is concerned chiefly with a study of the principal groups of plants, beginning with the algae and fungi. Plant relationships and classifications are stressed, and an effort is made to give the student a view of the plant kingdom as a whole and the ability to locate plants in their proper places. Three Semester Hours.

General Zoology II (Vertebrates) is concerned mainly with a study of life processes of animals and the structures and organs concerned in these processes. While frequent reference is made to lower form, the emphasis is on the chordates — particularly the higher groups. Three Semester Hours.

General Zoology I (Invertebrates) attempts to provide a general view of the animal kingdom, including classification and relationship of animals. Attention is given to all the main groups, and examples of most of them are studied in the laboratory. Collection, identification and preservation of local forms for use in teaching are included in the course. Three Semester Hours.

Anatomy (Comparative) strives to give a more thorough acquaintance with the comparative anatomy of the vertebrate series. Dissection is made of the cat, and, when time permits, of the lower vertebrate also. The functional importance of the structures studied is emphasized. **Three Semester Hours.**

Entomology treats the characteristics of the orders and families of insects, their life histories and habits, and their relations to other animals and to plants. Field trips are an important feature, and each student is required to accumulate and prepare a typical collection of insects. **Three Semester Hours.**

Field Botany aims to acquaint the student with the plants of northern Pennsylvania, both herbaceous and woody species. Work in both the laboratory and field is afforded, and practice in the use of keys identifying plants and in making a representative collection of local species is provided. **Three Semester Hours.**

Field Zoology seeks to develop a familarity with local fauna, which will enable the student to identify most of the forms he is likely to meet in his teaching. Numerous field trips are taken, and much material is collected and studied. Some attention is given to nature photography and the making and coloring of lantern slides. **Three Semester Hours.**

Ornithology gives the student opportunity to learn to know our Pennsylvania birds—their identity, songs, habits, and economic importance. In the laboratory some attention is given to the external and internal structure of a bird; but a more important part of the course is the program of field trips, which begin in the winter and continue throughout the spring migration until late May, when the last of our summer residents have arrived. **Three Semester Hours.**

Physiology has as its objective a thorough understanding of the physiological processes of the higher animals. Comparisons are made throughout the entire vertebrate group, with frequent reference to the invertebrates for physiological antecedents. While the emphasis is on function, considerable attention is given to structure. **Three Semester Hours.**

CHEMISTRY

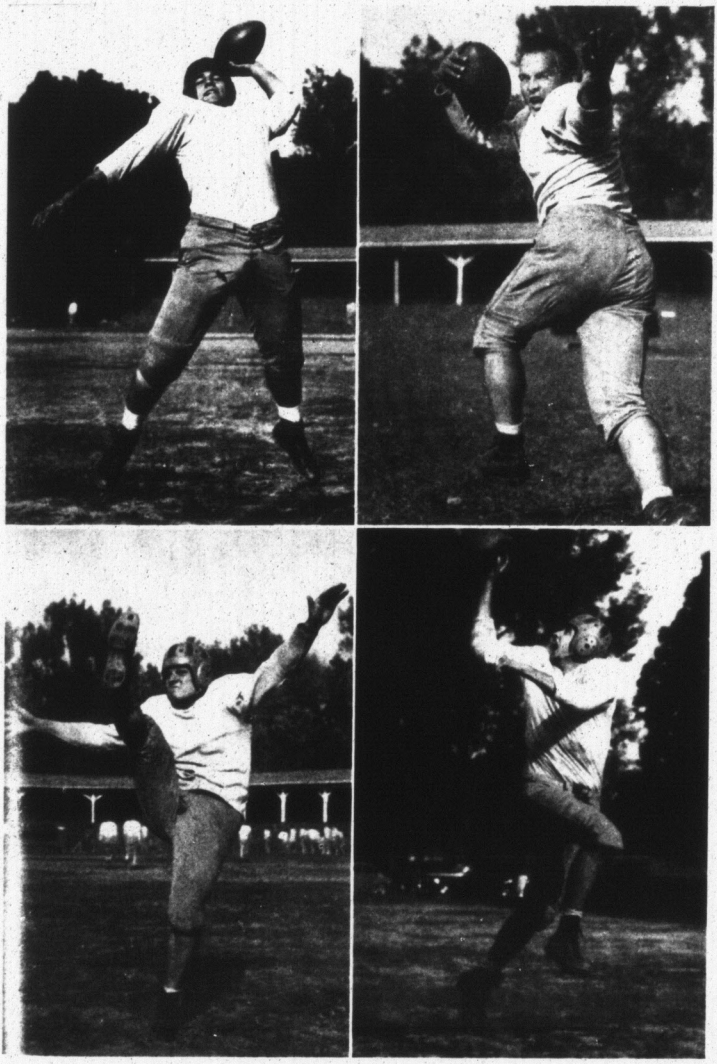
Inorganic Chemistry I includes a study of the non-metals and their compounds. A working knowledge of symbols, valences, formulas, writing reactions, and the solution of problems relating to chemical changes are stressed. **Four Semester Hours.**

Inorganic Chemistry II includes a study of common metals and their compounds. Methods of preparation, properties, uses, and tests receive ample attention. Study and discussion of the theories of ionization and chemical equilibrium and their application to chemical changes are considered. **Four Semester Hours.**

Qualitative Analysis includes the study and practice of separating and identifying the cations and anions of the more common elements. Basic principles underlying the methods of Qualitative Analysis and some applications of the science are stressed. **Three Semester Hours.**

Quantitative Analysis is a beginner's course, presenting methods of volumetric gravimetric, and electro-analysis. Some attention is given to the solution of simple problems related to the theory and practice of the subject. **Three Semester Hours.**

Organic Chemistry I is concerned with the aliphatic series of carbon compounds. It includes a consideration of saturated and unsaturated hydrocarbons, alcohols, ethers, aldehydes, and ketones and the study of the salts and esters of organic acids, acyl halides, amines, organometallic compounds, and optic isomerism. **Three Semester Hours.**



ACTION

Organic Chemistry II, a continuation of Organic Chemistry I, includes the study of aromatic hydrocarbons of various classifications, including phenols, quinones, hetehocycle compounds, coal tar products, the sulpha drugs, the synthesis of rubber-like compounds, plastics, and various organic compounds as found in nature. **Three Semester Hours.**

Biological Chemistry endeavors to establish a relationship between chemical composition and biological function. Absorbtion, diffusion, diolyis, enzymes, hormones, vitamins, blood and urine analysis, and metabolism of fats, carbohydrates, and proteins are among the topics considered. **Three Semester Hours.**

Chemistry of Foods and Nutrition includes a detailed study of carbohydrates, fats, lipeds, and proteins as they appear in the human diet. The fuel value of foods and the energy requirements of the body are observed, together with the economic use of foods. **Three Semester Hours.**

EDUCATION

Place and Purpose of Education in the Social Order, including School visitation, is an introductory course, which aims to give the students a broad overview of public education. Major emphasis is laid on the function of the public school in a democratic society. The course guides students in an appreciative study of education as a professional career and deals with such questions as personal and academic qualifications, choice of group-curriculum, certification, professional ethics, and other problems pertinent to the teaching profession. **Two Semester Hours.**

General Psychology is a basic course which emphasizes the meaning of psychology, its methodology, and its subject matter. It aims to acquaint the student with substantiated facts and principles and to develop in him, through laboratory practice, an appreciation of the scientific attitude and the methods involved. **Three Semester Hours.**

Educational Psychology applies the principles of psychology to the process of desirable social personality development. It seeks to assist the student in appraising the learning in the education and evaluating both curriculum and methods of instruction in terms of pupil developments. **Three Semester Hours.**

Educational Measurements compares the traditional methods of testing and grading with the scientific methods now in use, supplemented with a limited study of standardized tests in various sub-

jects. The special techniques for evaluating, interpreting, and applying testing and grading with the scientific methods now in use, supplement the course. **Two Semester Hours.**

Visual Education stresses the use of field trips, movies, museums, pictures, maps, graphs, and other outside agencies to supplement and enrich the work of the school. Practical expeprience in the handling of Visaul Education equipment and materials is provided. **One Semester Hour.**

School Law aims to demonstrate the relation of federal, state, and local government to education. Federal subsidies are examined with respect to their implications toward state education. Through the use of the "school code," state and local government of education is investigated. **One Semester Hour.**

Evolution of the American Public School includes a study of as much of the history of the public school as appear necessary for the proper understanding of the major issues current in American public education. Emphasis is laid on recent social movements in the Western World, especially in the United States, which have influenced the development and extension of public schools. The history of public schools in Pennsylvania is given special prominence. **Two Semester Hours.**

Student Teaching and Conferences (Elementary) includes student teaching under expert supervision in the Campus Elementary School. Special attention is paid to management and planning, the integration of curricula, and the responsibility for creating and developing units of work. The emphasis is on the application of education theory. **Six Semester Hours.**

Curriculum Materials, Selection, and Adaptation (Elementary) is designed to acquaint student teachers with the sources, organization, and advantages of various types of instructional materials. Principles which govern the suitability and organization of activity units are studied, together with the way in which these can be utilized within the state curriculum. **Three Semester Hours.**

Early Childhood Education aims to familiarize the student with the physical, mental, emotional, and social development of the child from birth until he is of school age. The value of regular habits of eating, playing, and sleeping are stressed. The language, play, and manipulative experiences which modify the child's behavior are considered in connection with regular assignments at the Campus Nursery School. **Three Semester Hours.**

Child Adjustment emphasizes pupil-adjustment through application of psychological and psychiatric principles. It resents the background of problem behavior through discussion and study of the influence of personality of mental deviation, physical deficiencies, sex, conflicts, unfavorable home conditions, and other personal and environment limitations. **Three Semester Hours.**

Special Education acquaints students with the problems and methods involved in the adjustment and guidance of exceptional children in the schools. It gives attention to the diagnosis of and the educational provisions for the mentally gifted or retarded, the emotionally unstable, the delinquent, and the physically handicapped. **Three Semester Hours.**

Diagnostic and Remedial Instruction in Reading purposes to study the psychopathology involved in cases of reading disability. Visual, auditory, and kinesthetic approaches are explored and evaluated. Consideration is given, also, to the various psychological methods employed in a program of re-education. **Three Semester Hours.**

Rural School Problems deals with population distribution in farm areas and other matters relating specifically to schools of the fourth-class districts. It takes up the problem of providing an adequate educational program for the one-teacher schools, considers plans for the recreational welfare of rural children, and suggests practical ways by which teacher-pupil cooperation may be encouraged. **Three Semester Hours.**

Problems of Secondary Education includes a study of the historical development of the secondary school as an integral part of democratic socialization. Attention is given to the aims and purposes of secondary education, its curricula, and the matter of articulation. Special consideration is given to the qualifications of secondary school teachers, the types of school buildings, the development of attitudes on the part of the pupil, and the contributions which each element makes to an effective democracy. **Two Semester Hours.**

Student Teaching and Conference (Secondary) directs the attention of the student teacher to the theory which underlies good secondary school practice. Special observation of the participation in the actual work of teaching are provided under expert supervision. **Six Semester Hours.**

Curriculum Materials, Selection, and Adaptation (Secondary) is designed to acquaint student teachers with the sources, organization, and advantages of various types of instructional materials. A study is made of the movement toward the integration of the high school curriculum. This course is closely tied up with teaching in the campus schools. **Three Semester Hours.**

Guidance aims to describe briefly the teacher's role in personnel work, to present methods and information useful in the identification and solution of the problems of students and to discuss techniques of guidance used in studying individuals. **Three Semester Hours.**

Mental Hygiene is designed to prepare teachers to assist pupils in making the adjustments necessary to emotional balance and poise, with a view to making them efficient and happy in their work and play. To this end the course comprises four major divisions: (1) Aims and Objectives; (2) Content and Materials, including the place of mental hygiene in the curriculum, its relation to the program of guidance, and its correlation with other courses, methods, techniques, and devices of teaching, and the cooperation of other agencies; (3) Implications to Modern American Life; (4) Outcomes and Appraisals. **Three Semester Hours.**

Safety Education attempts to equip the prospective elementary teacher with an interest in and a knowledge and a philosophy of safety in contemporary life. Also it seeks to suggest how safety shall be taught in the schools—the objectives, materials, place in the curriculum, plan of study, methods of teaching, and relationship to social, fraternal, and civic agencies—and the bearing of safety on the general welfare. **Two Semester Hours.**

EDUCATION IN SPECIFIC FIELDS

(Each course is assigned within the specific subject field.)

Teaching of English, including Handwriting, aims to give to prospective teachers an understanding of the English needs of children in the elementary grades. It includes the development of techniques in the teaching of reading, literary appreciation, and oral and written composition, and in penmanship. Also, practice is afforded in the analysis of English tests and their administration. **Three Semester Hours.**

Teaching of Reading affords the student an opportunity to study the various methods and materials used from early times to the present day; to consider the physical, mental, emotional, and social characteristics of children in learning to read; to modify classroom procedure; to promote library rather than textbook methods of study; and to become acquainted with the literature of the field. **Three Semester Hours.**

Teaching of Arithmetic is an elective course for students interested in teaching Arithmetic in the intermediate grades. The aim of the course is to familiarize students with modern subject matter and instructional methods, the application of psychological principles of teaching, and present-day requirements for efficient citizenship. **Three Semester Hours.**

Curriculum in Arithmetic is a general survey course having to do with the curriculum for the primary grades. Each topic studied is treated under the following headings: History and Development of Present Technique; Social Use and Its Extent; Mathematical Principles; Psychology and Experimentation; Philosophy and Technique. **Two Semester Hours.**

Curriculum in Elementary Science aims to acquaint students with objectives basic to the development of scientific concepts in the grades. Units of work are planned to promote a comprehension of simple natural phenomena and of the local environment. The course seeks especially to emphasize principles governing the selection and organization of suitable teaching materials. **Three Semester Hours.**

Teaching of American History and Government involves an analysis and study of the concepts which underlie American democracy. Included is a study of the civic background a teacher should possess and of the ways in which the school environment can contribute to building up the outline of a course for the various grades. **Three Semester Hours.**

ENGLISH

English I stresses correctness of expression with a thorough review of functional grammar, punctuation, and spelling. The course also includes letter-writing, reading reports, and exercises in the use of the dictionary. **Three Semester Hours.**

English II aims to develop skill in effectiveness of expression, with special emphasis on choice of words, structure of sentences, and organization of material. The course affords much practice in original composition based on the student's own experience, after the class has made a critical study of different types of composition and of various styles of writing. **Three Semester Hours.**

Literature I (English) is a survey course, in which a study is made of great prose and poetry, beginning with the Anglo-Saxon heritage and ending with the Romantic Revival. It aims to show how the chronological development of literature has reflected the religious, economic, political, and social history of the British Isles. **Three Semester Hours.**

Literature II (American) is designed not only to acquaint the student with the poetry and the prose of this country's great writers, but also to show how these works, from the days of Benjamin Franklin to the present have reflected the thought and the life of the nation. Emphasis is placed on trends as well as on the function of literature as a mirror of social development. **Three Semester Hours.**

Fundamentals of Speech purposes to develop a pleasant and effective speaking voice, attractive bodily expression, and a sense of organized oral expression. Oral topics, speeches for occasions, conversation, parliamentary practices, and interpretative reading are the activities employed for practice of the principles studied. **Three Semester Hours.**

English Philology traces the development of the English language through the Old English, Middle English, and Modern English periods, with emphasis on the last. It examines the origin and creation of words and contemporary pronunciation and spelling, and endeavors to arouse interest in intelligent word choice and use. **Three Semester Hours.**

Advanced Composition seeks to develop superior skill in writing and in teaching others to write. It endeavors to lead the student to finer appreciation and skills through an analysis of his reactions to his own writing and to that of others.. Course discussions and exercises are dominated by the purpose of preparing better teachers of English for the secondary field. **Three Semester Hours.**

Shakespeare is a study of the most popular comedies, tragedies, romances, and historical works of this playwright. While the emphasis is on appreciation, one play of each type is given intensive treatment from the standpoint of plot, characterization, and language. **Three Semester Hours.**

Short Story is a study of short narrative structure and its appreciation, with emphasis on elementary principles of setting, plot, characterization, and style. Masterpieces of modern short story writers are studies. **Three Semester Hours.**

Modern Novel is a study of contemporary fiction, which seeks to acquaint the student with modern trends in subject matter and style and to develop in him powers of discrimination. While comparisons of eighteenth and nineteenth century novels is made, the principal emphasis is placed on twentieth century works. **Three Semester Hours.**

World Literature aims to acquaint students with foreign literatures which have strongly influenced English and American life and letters. Selected passages in translation are read from the more important classics in Hebrew, Greek, Roman, Italian, French, Spanish and German literatures. Their literary and cultural influences on the English-speaking world are studied, as well as their value to their own times and peoples. **Three Semester Hours.**

Contemporary Poetry is primarily a study of twentieth century poetry. While a brief survey of Victorian poetry is made, the poetry being written today in England, Ireland, and America receives the major emphasis. Though the principal concern is with appreciation, some attention is given to form and technique. **Two Semester Hours.**

Victorian Prose and Poetry aims to acquaint the student with the great writers of the Victorian era. It also endeavors to familiarize him with the relationship of these writers to their time and to the present day. **Three Semester Hours.**

Romantic Period sets forth the important part played by European writers of prose and poetry in that great humanitarian movement known as the Romantic Revival. The writers of the period are presented to the student as reflecting and likewise stimulating a social upheaval. **Three Semester Hours.**

Essay includes a brief study of the form and the development of the essay. Representative English and American essays, from the seventeenth century to the present time, are read and analyzed. Particular stress is placed upon the essay as an instrument of propaganda and reform, as well as work of art and philosophical thought. **Three Semester Hours.**

Nineteeth Century Novel deals with the works of such writers as Dickens, Thackery, Scott, Jane Austen, and George Eliot; the manner in which they reflected the philosophy of the Victorian Age; and the way in which they influenced the social, political and scientific movements of the period. Special attention is given to the matter of style. **Three Semester Hours.**

Modern Drama is designed to acquaint the student with the contributions of representative contemporary dramatics. Attention is given to experiments in technique and style which have been made in an attempt to express new subject matter and new points of view. English, music, and art are considered as correlated forms of expression. **Two Semester Hours.**

Children's Literature and Story-telling promotes the development of appreciation and discrimination for children's literature through a survey of materials in the field. It is designed to provide the prospective teacher with the techniques incidental to a well-integrated program of creative reading on the elementary level. **Three Semester Hours.**

FRENCH

Elementary French I aims to impart to the student the fundamentals of French vocabulary, pronunciation, and grammar. It seeks to aid the student in acquiring increased knowledge of English vocabulary and grammar and the relationship between English and French. **Three Semester.**

Elementary French II aims to perfect the student's pronunciation and grammar through varied oral exercises. It seeks to develop skill in oral and written compositions growing out of discussions and readings, pertaining to French life and customs. **Three Semester Hours.**

Nineteenth Century French Prose and Poetry aims to acquaint the student with the development of the literature of the period following the Franco-Prussian War. It includes a thorough review of the rules of pronunciation and grammar through the reading of representative works. **Three Semester Hours.**

Contemporary French Prose and Poetry aim to acquaint the student with the literary movements and productions of the period following World War I and to improve pronunciation and grammar. It also seeks to endow the prospective teacher with the practical and cultural values underlying the teaching of French. **Three Semester Hours.**

Outline Course in French Literature aims to trace the origin and development of the French language and literature from the time of the Roman Conquest. It emphasizes the literary production of the Renaissance and the evolution of the subsequent philosophical and scientific movements which culminate in the French Revolution. It also provides instruction in composition and problems of method. **Three Semester Hours.**

Seventeeth Century French History and Literature Composition aims to acquaint the student with the content and form of the literature of the Classical Age. It traces the growth of tragedy and comedy and includes the intensive study of at least one play by Corneille, Racine, or Moliere. **Three Semester Hours.**

French Novel aims to trace the development of this literary form from its inception during the seventeenth century to its perfection in the nineteenth century. It correlates the growth of the novel with the changes in various economic, political, and social institutions, and includes an intensive study of two or more great novels. **Three Semester Hours.**

French Drama seeks to acquaint the student with the evolution of the drama from its origin in religious ceremonials to its nineteenth century form in the comedy of manners. It points out the relationship between the structure of the drama of different periods and the organization of French society, and includes an intensive study of two or more modern dramas. **Three Semester Hours.**

Romantic Movement in French Literature aims to develop appreciation of the general character and significiance of the Romantic School through the reading of representative selections from the great writers of the time. In addition, it emphasizes collateral reading on the historical and social aspects of the period. **Three Semester Hours.**

Realistic Movements in French Literature seeks to trace the growth of Realism as a protest against the decadent period of Romanticism. It aims to familiarize the student with the style of various authors of the time and stresses expensive collateral readings on the economic and social changes of the period. **Three Semester Hours.**

GEOGRAPHY

Principles of Geography gives the student a foundation for understanding the major elements of the natural environment. It takes up such basic factors as land and water form, climate, minerals, etc. In the analysis of how man utilizes these factors, a geographic vocabulary is built up, and map-making and other geographic techniques are learned. **Three Semester Hours.**

Economic Geography introduces the types of activities by which men in various work regions adjust themselves to the environmental complex and the inter-regional relationships involved in the exchange of commodities. Factors which tend to defeat such adjustments also are given some attention. **Three Semester Hours.**

Geography of United States and Canada analyzes these two areas in order to develop the geographic elements of their various regions and to establish their geographic relations in respect to areas. Emphasis is placed on scientific observation, field work, and the use of topographic maps. **Three Semester Hours.**

Geography of Latin America includes materials relating to all those parts of the Western Hemisphere which lie south of the United States. An attempt is made to show how the various group of Latin-Americans have adjusted themselves to their natural environment and how possible readjustments might be made to realize the potential wealth of this area. **Three Semester Hours.**

Geography of Europe interprets geographically the natural economic and political regions of Europe and related outlying areas. A study of population and work patterns and the securing of current data and the proving of its worth help the student to acquire skills useful from the standpoint of teaching in the secondary field. **Three Semester Hours.**

Geography of the Pacific Realm aims to acquaint the student with the natural features and human activities of the areas constituting this realm. Parts of Asia and Africa, though not strictly of the Pacific Realm, are studied in connection with this course. **Three Semester Hours.**

Climatology and Meteorology consists of a study of the air and the different climatic regions on the earth. The use of instruments, together with daily cumulative weather records, is made the basis for an understanding of weather predictions. **Three Semester Hours.**

Physiography represents studies of the dynamic physical forces which have shaped the earth into its present form. The construction and interpretation of map projections and topographic and geologic representations are an important part of this course. **Three Semester Hours.**

Conservation of Natural Resources include the history of the conservation movement and the conservative utilization of such natural resources as forests, soil, mineral fuels, metallic minerals, water supply and water power, streams, recreational facilities and human resources. **Three Semester Hours.**

HEALTH EDUCATION

Health Education I deals with the fundamentals of anatomy and physiology in relation to the health of the individual. **One-half Semester Hours.**

Health Education II sets forth the principles and practices of personal hygiene as applied to the health of the individual. **One-half Semester Hour.**

Health Education III sets forth the principles and the practices of first aid. Students who fulfill the prescribed laboratory and written requirements may qualify for the official certificate of the American Red Cross. **One-half Semester Hour.**

Health Education IV treats of preventive medicine through the media of child health examination and contagious disease control. **One-half Semester Hour.**

Health Education V provides preparation for the teaching of health in the elementary school, with particular attention to the characteristics of children at various age levels and the analysis of health habits. Affords opportunity for practice in solving special health education problems. **One-half Semester Hour.**

Health Education VI provides further preparation for the teaching of health, with special attention to topics and suggestion appropriate for various grades and source of materials. **One-half Semester Hour.**

LATIN

Latin I, Ovid and Virgil is designed to bridge the gap between high school and college Latin by the use of material similar to that used in the fourth year of high school Latin. Selections from Ovid's Metamorphoses and from Virgil's Eclogues and Bucolics are studied, with special emphasis on Greek and Roman mythology, poetical usages, and life in the classical world. In connection with the course, thorough drill is given in Latin forms, construction, and figures of speech. **Three Semester Hours.**

Latin II, Livy is a study of Latin prose based on Books I, XXI, and XXII of this author. Included in a review of prose construction together with a study of new construction, especially those peculiar to Livy. Class discussion is centered around such topics as the historical value of legendary material and the comparison of Livy's historical method with that of other historians. **Three Semester Hours.**

Latin III, Cicero and Tacitus includes a study of Cicero's DeSenecute and DeAmicitia and of selections chosen from Tacitus' Germania and Agricola. Both units of work should give abundant opportunity for enriching the student's experience with different types of Latin literature. **Three Semester Hours.**

Latin IV, Horace aims to foster an appreciation of Latin lyrical poetry through a study of Horace's Odes. Topics stressed are Horace's philosophy of life, the social and political life, of the Augustan Age, and the chief lyrical meters employed. **Three Semester Hours.**

Latin V, Plautus and Terence concerns itself with the development of Roman drama and the translation of one play by each of these dramatists. The two are contrasted not only as to point of view and literary style, but also as to the different groups for which they wrote. **Three Semester Hours.**

Latin VI, Roman Civilization is designed to provide the prospective Latin teacher with an opportunity to review the texts which he must use and to round out the cultural background necessary for successful Latin teaching. In this connection, the student is required to organize instructional materials acquired through his previous study of the classics. **Three Semester Hours.**

MATHEMATICS

College Algebra I aims to give a comprehensive review of elementary Algebra and to present new topics as are requisite for more advanced work in mathematics. Another objective is to foster continued practice in accuracy and conciseness of mathematical expression. **Three Semester Hours.**

College Algebra II is designed for students desiring to major in mathematics. It is based on the idea that fundamental concepts and techniques in mathematics cannot be mastered by mere exposure of imitative manipulation, but require real understanding and much independent practice. **Three Semester Hours.**

College Trigonometry seeks to develop the principles underlying plane triangles and to make these significant through the solution of a wide range of practical problems. The course includes a thorough review of logarithms and a careful treatment of correlated exercises in Arithmetic, Algebra, and Geometry. **Three Semester Hours.**

Analytic Geometry explores new domains in special relationships through algebraic symbolization. Definite formulas are interpreted by means of rectilinear and polar coordinates, and technical proficiency is given exercises in solviing problems garnered from life. **Three Semester Hours.**

Calculus I develops thoroughly the theory of the basic principles underlying the processes of differentiation and integration. The topics involving maxima and minima, points of inflection, direction of motion, summation, related rates, work, and pressure are given intensive treatment. Frequent application is made through the solution of problems in geometry, mechanics, and physics. **Three Semester Hours.**

Calculus II continues the work developed in Calculus I, extending the field to treat differentiation and integration of trigonometric and logarithmic equations, including areas and volumes involving these equations. Other topics developed are the theroms of Pappus,

simple harmonic motion, center of gravity, moment of inertia, and the stressing of phases involving double integration. **Three Semester Hours.**

Stastics aims to acquaint the student with the common graphical methods used in statistical studies covering many fields of human activity. After mastering the mathematics involved, the student is given extended practice in fitting empirical facts to appropriate charts or graphs. **Three Semester Hours.**

History of Mathematics aims to give to the prospective teacher of the subject a larger view of the beginnings and developments of mathematical thinking. The course deals with the lives and the contributions of the great mathematicians of history and traces the development of the number concept from primitive days to the present. **Three Semester Hours.**

Spherical Trigonometry and Navigation deals with the principles and the interrelationships of trigonometry and navigation. It includes the solution of the right spherical triangle, the oblique spherical triangle, and various problems of navigation to which they apply. **Three Semester Hours.**

Applied Mathematics is a methods course, in which the subjects of Arithmetic, Algebra, Geometry, and Trigonometry are considered from the standpoint of essential topics and related educational principles. Each student is required to demonstrate his teaching ability by presenting type lessons, explaining troublesome problems, and administering sample tests. **Three Semester Hours.**

MUSIC

(For Courses in Regular Music Department See Pages 55-58)

Appreciation of Music is organized on a unit basis and is devoted to the study of various types of musical expression. Classroom discussion is supplemented by correlated library work and the use of recorded music. As each unit is developed, it is related to its artistic, political, and social background. **Two Semester Hours.**

Music I aims to acquaint the student with the musical techniques and materials to be used in the first four grades of the elementary school. The course includes a study of the elements of music theory, the techniques of music reading and of song interpretation, and the problems of the child voice.

Music II is a continuation of Music I, affording additional opportunities for the application of skills developed in the earlier course. Assigned observation lessons in the laboratory schools are presented by experienced teachers. Interpretative rhythms and creative music are given due consideration. **Two Semester Hours.**

PHYSICAL EDUCATION

Physical Education I is devoted to the instruction and practice in the fundamental techniques of fall and winter activities; a study of the playing rules for each sport, sufficient to enable participation in game situations. **One-half Semester Hours.**

Women's Activities—Basketball, folk dancing, hockey, soccer, and volleyball.

Men's Activities—Basketball, football, touch football, soccer, and volleyball.

Physical Education II is given over to the instruction and practice in the fundamental techniques of winter and spring activities; a study of the playing rules for each sport, sufficient to enable participation in game situations. **One-half Semester Hour.**

Women's Activities—Archery, badminton, bowling, modern dance, softball, swimming, and tennis.

Men's Activities—Badminton, bowling, boxing, softball, swimming, tennis, and wrestling.

Physical Education III is the continuation of instruction and practice in fall and winter activities with emphasis on various aspects of team play. **One-half Semester Hour.**

Physical Education IV is the continuation of instruction and practice in winter and spring activities with emphasis on various aspects of team play. **One-half Semester Hour.**

Physical Education V is designed to develop leadership, opportunity being afforded for students to work in small groups and each in turn to take charge of his group. **One-half Semester Hour.**

Physical Education VI includes additional practice in leadership and a study of games and relays, tumbling, and apparatus work adapted to boys and girls of elementary and junior and senior high school age. **One-half Semester Hour.**

PHYSICS

Physics I may be considered a "tool course" for every other science. Topics in mechanics, heat, and sound are studied, and their relations to physical phenomena are discussed. **Four Semester Hours.**

Physics II covers important topics in magnetism, electricity, and light. A better understanding of one's physical environment is the main objective of the course. **Four Semester Hours.**

Mechanics is a study of the principles of static and kinetics, using both the analytical and graphical methods. Force systems, center of gravity, moments of inertia, motion of particles and rigid bodies, and related principles are considered. **Three Semester Hours.**

Electricity and Magnetism deals with the inter-relations of the two subjects. Discussions and problems are based on modern methods of measuring current, resistance, electromotive force, and power. **Three Semester Hours.**

Heat covers the basic principles of heat phenomena. Such topics as temperature measurements, expansion, heat transfer, change of state, elementary kinetic theory, and thermodynamics are included. **Three Semester Hours.**

Radio Communication includes the theory of tuned electrical circuits and the fundamental properties of vacuum tubes and vacuum tube applications. Specialized radio topics, such as radio transmitters and receivers, wave propagation, antennas, and direction-finding are considered. **Three Semester Hours.**

Modern Physics presents the development of physics since 1900. It includes such topics as the kinetic theory, the electron, atomic physics, X-ray, the quantum theory, and modern applications. **Three Semester Hours.**

SCIENCE (General)

Physical Science I is an introduction to the fundamental principles of Mathematical Geography, Earth History, Geology, Minerology, and Astronomy, with particular attention to the importance of understanding the contribution of these sciences to the world in which we live. **Three Semester Hours.**

Physical Science II is a study of some of the minerals of economic use to mankind, leading into a study of the ways in which man is mastering his material world, through an ever-increasing understanding of its nature. Physical and chemical principles are considered in the connection. **Three Semester Hours.**

Biological Science I is an introductory course intended to serve as a foundation for later studies in Psychology, Sociology, and Education, as well as for advanced work in the biological field. It is concerned with the facts and principles which underlie the phenomena of life, both plant and animal, and with the kinds and relationships of living organisms. **Three Semester Hours.**

Biological Science II is concerned largely with a study of the organ system and physiological processes of the vertebrates, with special emphasis on man. Heredity and the development of the individual are given considerable attention; while other topics, such as geographical distribution, adaptation, and ecological relationships, are briefly considered. **Three Semester Hours.**

SOCIAL STUDIES

American Government—Federal, State, and Local investigates the basic principles of American government, the Constitution of the United States and the machinery through which it is implemented; and some of the major governmental issues. **Three Semester Hours.**

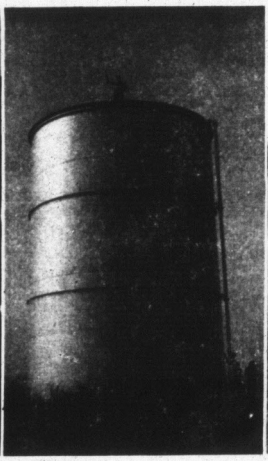
History of Civilization is an intensive study of man's constructive achievement and development in ways of thinking, governing, and living, or in the intellectual, emotional, and mechanical phases of life. Included are a survey of valuable contributions of ancient and medieval cultures, a consideration of the rise and growth of nationalism, a study of the effects of revivals and reforms, and an appraisal of the significance of expansion and inventions. **Four Semester Hours.**

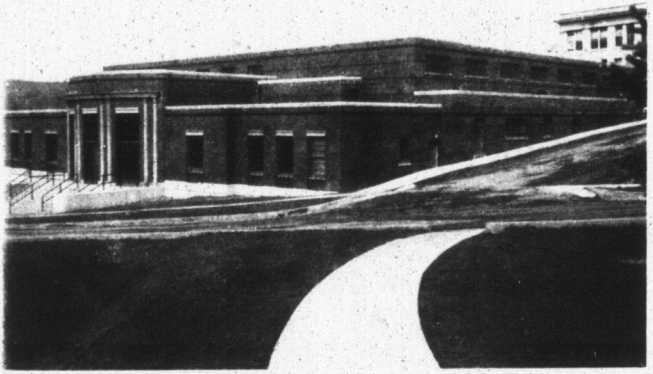
Principles of Sociology aims to supply the student with a systematized background. It endeavors to develop independent thinking on matters relating to social groups and to inculcate the habit of interpreting life situations from the sociological viewpoint. **Three Semester Hours.**

Ethics emphasizes the origin, growth, and development of standards of conduct which have helped man to solve the problems of moral relationships. Particular stress is placed on idealistic conceptions which have been instrumental in establishing right attitudes and right habits. **Three Semester Hours.**

Principles of Economics deals with basic factors involved in the business of making a living. The relations between business and labor and the relations of government to both are among the topics considered. **Three Semester Hours.**

History of the United States, Including Pennsylvania, before 1865 aims to acquaint the student with discovery and settlement; colonial development; revolution; government organization; territorial expansion; economic, industrial, political, and cultural development; foreign relations; and slavery, up to and including the Civil War. **Three Semester Hours.**





RECREATION

GYM

History of the United States, Including Pennsylvania, since 1865 emphasizes the use of historical facts in their relation to current social, political, and industsrial problems. The student is encouraged to develop analytical capacities, through the study of historic and current problems. Emphasis is placed on the use of the library in solving these problems. **Three Semester Hours.**

Social and Industrial History of the United States aims to trace the development of social and economic institutions in this country. An attempt is made to discover the more important factors giving direction and momentum to the evolution of these institutions. Library materials, both source and secondary, are among the more important "tools" used in the course. **Three Semester Hours.**

History of Pennsylvania traces the development of the commonwealth from colonial times to the present, including the social, economic, political, and religious aspects of this progress. Surveys of the abundant natural resources of the state and of its numerous historic shrines of national significance are made in order to demonstrate that Pennsylvania richly deserves the name "Keystone State." **Three Semester Hours.**

Modern European History covers the period from the Congress of Vienna to the present time. It establishes a basis for the evaluation of contemporary events and seeks to instill the belief that perspective alone enables the student thoroughly to interpret the present. It also endeavors to familiarize the prospective teacher with international affairs. **Three Semester Hours.**

Early European History aims to clarify the continuity of history and to point out the kinds of change which constitute progress. It also seeks to develop historical appreciation of the contributions of the past to the civilization of the present. **Three Semester Hours.**

Latin America History covers the history of South America from the time of its discovery to the close of the wars of independence. A study of the economic, political, and social systems used by the European nations to colonize and exploit the country affords the student a better opportunity to understand the characteristics of our Southern neighbors. **Three Semester Hours.**

Comparative Government examines some of the theories which have been advanced concerning the origins of governmental authority. Then, modern governments are classified, and their methods of solving national problems are compared. **Three Semester Hours.**

History of England traces the development of the people and institutions of England from the Anglo-Saxon conquest to the present

time. Consideration is given to the advantages of climate and topography and of racial characteristics which have enabled England to become the head of a vast empire. **Three Semester Hours.**

Introduction to Philosophy develops the basic principles of contemporary public education against a background of historical facts; biological, psychological, and social theory; and the major schools of philosophy. The mastery of the art of effective group living is set as the purpose of all education. Various aspects of public and private education are dealt with, contemorary school philosophies are evaluated by seeking an effective combination of theory and practice. The course advocates preparations for democracy by the practice of democracy in schools under the wise guidance of socially-minded teachers. **Three Semester Hours.**

SPANISH

Elementary Spanish I aims to provide a basic knowledge of pronunciation, vocabulary, and grammar. It emphasizes the acquisition of the tools of reading, speaking, and writing by means of oral and written exercises. **Three Semester Hours.**

Elementary Spanish II seeks to develop further the knowledge of vocabulary and grammar. It encourages the development of skill in speaking and writing through the use of material dealing with Spanish life and customs. **Three Semester Hours.**

Intermediate Spanish I aims to afford a thorough review of the rules of pronunciation and syntax through the intensive reading of literary works of contemporary Spanish and South American writers. **Three Semester Hours.**

Intermediate Spanish II seeks to provide an acquaintance with the literary movement and productions of Spain and South America during the nineteenth century. It continues the development of skill in vocabulary and grammar by means of oral and written exercises. **Three Semester Hours.**

Introduction to Spanish Literature aims to trace the origin and development of the language and literature of Spain from the time of the Roman Conquest, emphasizing the literary productions of the Golden Age. It furthers the development of skill in oral and written composition. **Three Semester Hours.**

Spanish Conversation seeks to develop ability in understanding and speaking everyday Spanish. It includes various types of oral and written exercises based on materials employing modern, utilitarian vocabulary taken from the worlds of current events and business. **Three Semester Hours.**

HOME ECONOMICS EDUCATION

(Required and elective courses available only to students following the Homemaking Education Curriculum)

ART

Principles of Design I is a foundation course, establishing elements and principles underlying all art. Historic and contemporary designs in their relation to personal, home, community, and world needs are studied. Experience is given in using design elements and principles, lettering, and color, to develop the thought "Fine art is fine arrangement." **Three Semester Hours.**

Principles of Design II is the study of historic aspects of the arts of various countries—architecture and craft ornamentation. Experience is given in the selection of art products for school and home. Design is applied to basketry, block printing, tie and dyeing, and weaving. Special attention is paid to the arts and crafts of Pennsylvania. **Two Semester Hours.**

Applied Design I (Costume) treats of costuming from its earliest beginnings to the present day, together with the application of ancient principles of costume to modern dress. The human figure, irregularities of form, and methods of concealing such irregularities are studied. The principles of design and color involved are applied directly to the individual student and her personal clothing problem. **Two Semester Hours.**

Applied Design II (Household) relates the principles of design to the interior and exterior decorating problems of the home. Emphasis is placed on ability to select house plans and home furnishings. The principles are applied to batiking; hooking rugs; stenciling; and leather, metal, and parchment work. **Three Semester Hours.**

CLOTHING

Clothing I includes the study and application of principles of clothing selection and construction. It aims to create a consciousness of the value of being well groomed. Techniques in construction process are developed through practice in the making of actual garments for each student. The difficulty of the project undertaken is determined by the progress in ability of the individual student. **Three Semester Hours.**

Clothing II aims to develop further the techniques and abilities in clothing construction. Direct application of the principles of individual pattern-making are applied in the construction of one or

more garments. A study of types of commercial patterns with an interpretation of each forms an integral part of the course. **Two Semester Hours.**

Clothing III is designed to give additional practice in the development of abilities and techniques in construction of clothing. A study of the processes involved in draping clothing with a practical problem of draping in material difficult to handle is a project in this course. Tailoring as it is applied in a suit and coat is also a practical study made during the semester. **Two Semester Hours.**

Consumer Education aims to give the individual a sound fundamental understanding of her situation as a consumer buyer. A knowledge of the problems in buying and the difficulties encountered in solving them is aided through actual buying processes and research on specific commodities. **Three Semester Hours.**

Textiles has as its purpose to give practical knowledge in the fundamentals of clothing selection and household furnishings. The study includes identification analysis, choice, use, and care of fabrics from the raw materials to the finished products. The consumer's viewpoint is emphasized throughout the course. Each student is given the privilege of presenting practical subject matter as part of her professional training as a basis for textile teaching and for developing techniques in presenting practical laboratory materials. **Two Semester Hours.**

FOODS

Foods I is a fundamental course in the study and application of scientific principles of meal-planning and food-selection, preparation, and serving. The laboratory work provides an opportunity for the development of good habits of work; the gaining of experience in the best practices relative to food-preparation and serving; and the knowledge and appreciatioin of high standard products. A unit in Marketing helps to develop an appreciation of food-marketing and consumer problems. **Three Semester Hours.**

Foods II aims to educate students in wise food-selection and menu-planning. The study and the preparation of foods for family dinners are stressed. The same general plan for laboratory work is followed as in Foods I. A unit in Food-preservation is included. Approved methods and equipment are used. **Three Semester Hours.**

School Lunch Management meets the need for providing well-balanced, health-sustaining meals to pupils. In this course students have an opportunity to manage and carry out the preparation and serving of noon lunch. Maximum nutrition at minimum cost is the keystone of school lunch-planning. **Three Semester Hours.**

Nutrition approaches the study of nutrition from the viewpoint of positive health, and fundamental principles showing the relationships of food and health are stressed. Study is made of the quantitative and qualitative needs of individuals, dietary contributions of foods, and relative costs. From these studies adequate dietaries are planned for individuals and families on varying income levels. The feeding of infants, pre-school children, and in-school children are studied. The recognition of signs of good nutrition and the improvement of dietary habits are encouraged. **Three Semester Hours.**

HOME MANAGEMENT

Home Management I (Equipment) treats of the principles involved in the most efficient use of ability, time, energy, and materials in performing household activities, including order of work, time studies, and comparison of procedures. It includes a study of storage problems and all the processes employed in the care of the house, such as cleaning, laundering, and meal service, as well as the equipment used in these processes. The physics principles underlying fuel-selection, heating, ventilating, lighting, water supply, sewage-disposal, and refrigeration also are emphasized in this course. **Four Semester Hours.**

Home Management II (Economics) deals with personal and family financial problems and the underlying economic principles which affect them. It includes a study of incomes, simple accounts, the making of plans for the most satisfactory distribution of the income, real estate problems, banking problems, saving and investments, advertising, propaganda, purchasing methods, and legal contracts of the family. **Three Semester Hours.**

Home Management III (Living Unit) consists of several week's stay in a living unit with a resident instructor. Here, all the activities of normal living in its own home are performed by the students, who rotate in the capacities of hostess, waitress, cook, laundress, housekeeper, and house guest, each student having an opportunity to act in each capacity for a certain length of time. In this course, students are expected to put into actual practice the principles learned in all homemaking courses. **Three Semester Hours.**

Family Health aims to give more intelligent understanding of the part the home plays in the maintenance of positive personal health. Work is given in emergency and first aid treatments and in the handling of minor illnesses in the home. Nearby hospitals are visited for observation purposes. **Two Semester Hours.**

Child Development and Nursery School Child treats of the mental and physical development of the child from the pre-natal stage until

he is of school age and offers students the opportunity to observe the nursery school age child in an environment planned with his best mental and physical development in mind. Units include the care of the mother and of the baby when he arrives, the care of the baby up to the age of one year, the mental development of the child as shown by his powers of attention and manipulation on various levels, and contact with a group of pre-school children of varying personality and behavior. **Four Semester Hours.**

Home Economics Education I deals with problems of the entering student in relation to personal adjustment to college and to the Homemaking Education curriculum. It includes a brief survey of the place of Homemaking in the school program and in the life of the young woman as an individual. **One Semester Hour.**

Home Economics Education II stresses the classroom techniques which contribute to the successful planning of units of work and specify daily lessons. The content includes methods of teaching, together with recent developments for testing the results of instruction. **Three Semester Hours.**

Home Economics Education III is based on a study of the development of vocational legislation, the requirements of the state plan for vocational legislation, the requirements of the state plan for vocation education, the construction of courses of study for secondary schools, and, finally, the development of a sound philosophy of Homemaking for successful teaching. **Two Semester Hours.**

Family Relationships, for which Sociology is a prerequisite, is among the most interesting studies of the entire course. Here, each student has an opportunity to study home situations and to discuss personal problems. While certain background information in connection with the history of the family is studied, the principal emphasis is placed on the lives of children in the initimate environment of the home. **Two Semester Hours.**

Student Teaching gives the student an opportunity for teaching and observing in classes representing all phases of Homemaking. At least six weeks is completed in a vocational school of the state under the direction of a local supervisor and the guidance of the service area adviser from the Homemaking Education Department of the College. **Three to Five Semester Hours.**

SCIENCE

Biology I (Physiology) stresses some of the fundamentals of physiology, such as the conservation of energy and its convertibility from one form to another; the recognition of food as a biological

fuel; and the diological principles controlling the activities and functions of the human body. The processes by which food is supplied to and used by the body are especially emphasized. **Three Semester Hours.**

Biology II (Bacteriology) is designed to give a general knowledge of the activities of bacteria, yeasts, and molds. Special attention is given to micro-organisms in relation to problems of food preparation and preservation; problems of personal, home, and public sanitation; and problems of immunity. **Three Semester Hours.**

Chemistry II (Organic, its Applications) serves as a foundation course in foods and nutrition. A comparatively brief survey is made of organic chemistry with its hydrocarbons, aldehydes, ketones, ethers, amines, acids, and alcohols. Emphasis is placed on the psysiological phase, since it includes the subject of carbohydrates, fats, proteins, minerals, vitamins, digestion, metabolism, and internal secretions, all of which are of vital importance in nutrition. **Four Semester Hours.**

MUSIC EDUCATION

(Required and elective courses available only to students following the Music Education Curriculum.)

PRACTICE

Methods and Materials I deals with the musical needs of children in the kindergarten and primary grades. Techniques and skills which will aid the student to meet those needs are developed in this course. Basic topics for study include the child voice, song material, song interpretation, rhythmic activities, listening (appreciation) material and presentation, procedures in music reading and creative work. Suitable texts and materials are examined and evaluated.

Methods and Materials II is a continuation of the problems considered in Methods I and presupposes a mastery of the requisite skills in that course. The viewpoint here is adjusted to intermediate grades with the corresponding change in approach and content of material.

New topics include part singing, singing games with folk dancing, study of notation, and music in rural schools.

In both methods courses stress is laid on music as a phase of pleasurable living.

Methods and Materials III is devoted to the consideration of a suitable vocal and instrumental program for grades seven to twelve inclusive. The major topics include organization of required and

elective courses, extra class activities, the adolescent voice, music in the community, professional attitudes and relationships, and philosophy of music education in the public schools.

All three methods courses are supplemented with directed observation of and participation in actual teaching situations.

Student Teaching and Conferences. With the assistance of the supervisor the student teachers present all the music which is offered in the Campus Laboratory Schools. Through individual weekly conferences and monthly group conferences the students are helped in the solution of their teaching problems.

Students are assigned to as many different age levels as possible. Most of them are able to acquire experience in primary, intermediate, junior and senior high school classes and organizations. **Six Semester Hours.**

Applied Music courses include individual and class lessons in voice, piano, and orchestral and band instruments, and participation in musical organizations. These courses are administered as follows:

Voice and piano lessons are required of all students each semester; lessons on orchestral and band instruments are so arranged from semester to semester that, upon completion of the curriculum, each student may have a knowledge of all types of instruments. Instruction on the beginning and the elementary levels is usually given in classes, on the intermediate and advanced levels, in individual lessons.

Membership in at least one choral organization each semester during the winter sessions and a total of six semesters of participation in instrumental organizations are required for graduation.

Two to Three Semester Hours.

THEORY

Harmony I aims to give the student a thorough understanding of the structure of intervals, scales, triads, the dominant seventh and ninth chords, and the use of key-signatures. It seeks to develop, through analysis, experimentation at the key-board, and composition and harmonization of melodies, a feeling for key and mode; an understanding of the function of the primary harmonies, inversions, and non-chordial tones in their relationship to phrase and cadence; and a knowledge of the elements of form. **Three Semester Hours.**

Harmony II includes a study of the secondary harmonies, both triads and seventh chords, and simple alterations. It seeks to de-

velop further the technique of the student in the composition and harmonization of melodies, with and without words, in both chorale and piano style. **Three Semester Hours.**

Harmony III includes the study of modulations, chromatic alterations, and the structure and effect of various types of seventh chords. These studies are carried on through analysis, keyboard assignments, harmonization of melodies, and the composition of original illustrations. **Two Semester Hours.**

Harmony IV has as its purpose the application to the keyboard of the harmonic principles and vocabulary acquired in Harmony I and II. Its procedure includes harmonization of melodies at the keyboard, improvisation and accompaniments and small piano pieces, playing at dictation, and transposition. Assignments vary according to the pianistic ability of the individual student. **Two Semester Hours.**

Harmony V consists of a study of musical form as illustrated in the works of the Classic and Romantic schools. Emphasis is placed on the relationship of pattern and structure in music to the artistic principles of unity and variety, and on the relationship of key to musical form. Included are the study of analysis of the homophonic forms through the song forms, the rondo, sonatina, and sonata allegro forms, and a review of harmonic analysis. **Two Semester Hours.**

Harmony VI offers an opportunity for musical composition in the smaller forms. It aims to develop in each student a feeling for musical form and a technique for writing and arranging music for voices, piano, or small groups of instruments. It also includes a review of the harmonic materials and the principles of form studied in preceding courses. **Two Semester Hours.**

Ear Training I concentrates on the aural study of melodic harmonic, and rhythmic problems studied in Harmony I and Solfeggio I. Students are led to recognize aurally, reproduce orally and at the keyboard, and represent in musical notation melodies in either major or minor modes. Emphasis is placed on phrase-wise thinking. The bass and treble clefs are employed in writing. **Two Semester Hours.**

Ear Training II is a continuation of Ear Training I and parallels the problems studied in Harmony II and Solfeggio II. **Two Semester Hours.**

Ear Training III aims to develop facility in the aural recognition of the qualities and functions of diatonic harmonies and simple alterations. The aural effect of inversions is stressed. The tonal and

rhythmic problems of Ear Training I and II are reviewed in longer and more difficult melodies played and written from dictation. **Two Semester Hours.**

Solfeggio I aims to develop facility in singing at sight and the ability to sing with good intonation. It includes diatonic skips and scale-wise progressions; minor mode; chromatic tones; two-, three-, and four-quarter measure; two tones to the beat and the dotted beat note. Emphasis is placed on phrase-wise thinking and on the elements of form. **Two Semester Hours.**

Solfeggio II aims to increase the sensitivity of the student to correct intonation and to develop his ability to sing a second part. It includes two- and three-part singing; six-eighth, nine-eighth, two-half, and three-half measure; three and four tones to the beat with their various combinations; the melodic minor scale. **Two Semester Hours.**

Solfeggio III aims to develop greater facility in the tonal and rhythmic problems already presented and additional mastery of the problems of part-singing. Advanced problems include more difficult modulations, chromatic alterations, model tonality and more complicated rhythms. **Two Semester Hours.**

Eurythmics I. This course is designed to develop the sense of rhythm through muscular coordination and to develop a sensitivity to rhythmic structure. It enables the student to experience and to express more fully, through bodily activity, the nuances of dynamics and of rhythm. **One Semester Hour.**

Eurythmics II. This course is a continuation of Eurythmics I applied to more difficult problems of rhythm and coordination. **One Semester Hour.**

History and Appreciation of Music I is a study of the evolution of idioms, forms and styles of musical composition, notation, instruments, and performance from primitive times through the eighteenth century. It attempts to show the relationship of styles and practices in music to social conditions and to the other arts, and the relationship of the composer to the period in which he works. **Three Semester Hours.**

History and Appreciation of Music II continues the study of the various phases of music from the latter half of the eighteenth century to the present. It attempts to develop further a sensitivity to style as illustrated in the music of various periods. **Three Semester Hours.**

Elements of Conducting guides the student in the development of his own chironomy based on the fundamental meter designs. Choral compositions appropriate to various levels of achievement are conducted by the students. Accompanying at sight and with preparation is a feature of the course. **Two Semester Hours.**

Advanced Choral Conducting aids the student in the improvement of his conducting techniques through the study of various styles of choral literature and through a more detailed study of the problems of style and interpretation. Students who show particular aptitudes are given opportunities to conduct certain of the choral organizations in rehearsals and in public performances.

Advanced Instrumental Conducting helps the student to refine his instrumental conducting techniques. Considerable attention is given to the study of scores of standard orchestral and band literature, the development of taste in interpretation, and to rehearsal techniques and procedures.

STUDENT ACTIVITIES

PURPOSE AND PLAN

The Student Activities of Mansfield State Teachers College are opportunities for young men and women to express their personal interests, talents, and abilities and to secure socially constructive training and experience.

THE STUDENT COUNCIL

Each student is a member of the Mansfield Student Government Association. In order to carry on the business for this group, the student body elects fourteen students to be their representatives and serve on the Student Council. Since the Student Council plans the extra-class activities program on the campus, approves the dates for college meetings, and sends students' opinions to the Administrative Council, the members are eager to serve the students well. The Council seeks the cooperation of each student and is pleased to receive suggestions. The success of Student Government depends on the interest and enthusiasm of each student in campus activities.

SOCIAL ACTIVITIES

Dances, parties, receptions, teas, formal and informal, provide wholesome recreation and entertainment for the student and at the same time present an opportunity for him to orient himself to cooperative living and social poise.

ATHLETIC ACTIVITIES

Athletic activities on campus are returning to a normal peacetime status. Intercollegiate football, basketball, and baseball games have been scheduled for 1946-1947.

In addition to the intercollegiate program the students have a lively interest in intramural athletics Tournaments and class competitions afford each student opportunity to participate in his favorite sports. Among the most popular are tennis, swimming, basketball, volleyball, softball, bowling, hockey, badminton, and touch football.

ORGANIZATIONS

HONOR FRATERNITIES

Kappa Delta Pi: Juniors having six and Seniors having twelve semester hours of education and who are ranking in the upper quarter of their class are eligible to this national Education honorary society. The aims of KDP are to set up worthy scholastic and professional ideals to recognize outstanding work in the field of teaching and to establish teaching on a higher plane in American professional life. Students feel that it is a distinct honor to be invited to join this educational honorary fraternity.

Lambda Mu is a local music sorority whose ideals are high standards of musicianship, scholarship, sisterhood, and character. Any woman student in the music department, who is at least a second semester Sophomore and has an average of B in her music studies and C in her academic studies, is eligible and may be pledged to membership. One of the outstanding activities of the sorority is the annual Christmas program.

Phi Mu Alpha Sinfonia is a national musical fraternity for men who are making music their profession and those who take an active interest in music as an avocation. The aims of this fraternity are to advance the cause of music in America, to foster the mutual welfare and brotherhood of students of music, to develop the truest fraternal spirit among its members and to encourage loyalty to the Alma Mater. Beta Omicron Chapter, founded in 1931, is again growing to full strength after having been inactive during the war years.

Phi Sigma Pi is a national Education fraternity for men in teacher-preparation institutions. Its ideals are character, knowledge and fellowship. Its personnel is limited to men of superior scholastic, professional, and social standing, who have spent at least one year at the College.

Pi Kappa Epsilon is a local honorary homemaking sorority attempting to stimulate cultural and inspirational, as well as, professional growth. According to definite scholarship and character requirements, members are selected from homemaking students who have at least attained the ranking of second semester sophomores. The aim of every member in this organization is a greater understanding of the breadth and scope of "to be an efficient and well-trained teacher and a confident and helpful homemaker."

Sigma Zeta is a national Science honor society limited to upperclassmen. At the present the chapter of Mansfield is inactive.

MUSICAL ORGANIZATIONS

The Symphonic Band acquaints the student with band literature, practical experience in rehearsal procedure, and standards of attainment in the field of instrumental music. It familiarizes the student also with concert and broadcasting procedure and serves as a training laboratory for conducting out-of-town engagements and tours.

The Symphony Orchestra furnishes an opportunity for the student to increase his appreciation and understanding of the literature of the orchestra and to heighten his knowledge of orchestral technique, routine, and program-building. For the College community as a whole it offers a distinct cultural enrichment.

The College Chorus has for its purpose the study of choral literature representative of a wide variety of styles, and a practical demonstration of methods and procedures for the attainment of superior choral singing. Membership is required of students in the three upper classes of the Music Education Department. Freshmen are admitted by special permission.

The Freshman Chorus is made up of first-year students taking the Music Education Curriculum. Its purpose is to develop desirable choral habits and standards through the study of musical literature within the understanding and the performing skill of the less experienced student.

The Women's Chorus is an organization open to women of the Elementary, Secondary and Home Economics Departments who can meet the minimum vocal requirements.

The Men's Chorus is open to men students from all departments who can meet the minimum requirements.

Note: In addition to the above named permanent organizations, there are a number of smaller groups, organized either as performing

or as practice groups, for the purpose of providing suitable musical opportunities for particular musical interests and talents, or to meet the needs of students who are not sufficiently advanced to belong to one of the permanent organizations. These groups, which vary from year to year, include various chamber music groups, groups of madrigal singers, a Second Band, and a String Ensemble.

RELIGIOUS ORGANIZATIONS

The Y.M.C.A., to which all men students are invited to join, seeks to develop the individual spiritually, morally, and socially. In the past inspiring discussions have been conducted weekly.

The Y.W.C.A. welcomes all women students to its weekly devotions each Thursday at 6:40 p.m. in the Y.W.C.A. Rooms. At these meetings suitable programs are provided. This organization strives to develop spiritual, moral, and social relationships among individuals. The Y at Mansfield is affiliated with the Student Christian Movement and campus leaders participate in the various area planning conferences scheduled by this national association.

DEPARTMENTAL CLUBS

The Association for Childhood Education is an organization for all elementary students and faculty of the Elementary Department. Monthly meetings are held and the purposes of the organization are to discuss topics of common interest; to promote closer fellowship among the members, and to help the members become better teachers.

The Music Educators Club is an organization composed of all students in the Music Education Department. The purposes of the club are to create a greater interest in Music Education and to discuss common interests and problems. The club meets monthly.

Omicron Gamma Pi is an organization for all Home Economics students. The meetings, which are held once a month, consist of lectures, reports, and news in the field of the American Home Economics Association, the organization keeps in close touch with national activities in its field.

The Secondary Education Club was formed in April, 1943, and is the newest organization on the campus. Any one enrolled in the Secondary Department is eligible for membership. The monthly meetings serve to further the purposes of the club which are to promote the interest in Secondary Education, to discuss common problems, to learn of new developments in the field, and to develop fellowship among the members.

SPECIAL INTEREST ORGANIZATIONS

The Art Club is an honor society for persons who attain the grade of A in one semester of Art. An affiliate of the Eastern Arts Association, it promotes an appreciation of the fine arts through the examination and creation of artistic things and sends delegates to the annual conference. Of particular interest and value are work meetings, which influence the development of individual talent.

The College Players is one of the most vital organizations on the campus. Students interested in acting are selected after try-outs while those interested in costuming, make-up, or staging may make application by letter. Two plays are presented each year and monthly meetings are held. Cooperation is the key word for the Players, a quality inherent in the group and its relation to campus life.

The M Club is made up of men who have earned a varsity letter in one or more intercollegiate sports. Its purposes are to encourage wholesome living and good sportsmanship and to stimulate interest in athletics..

The Women's Athletic Association aims to create an interest in sports, recreational activities, and tournaments. This organization sponsors many activities and the members are privileged to use the equipment which is owned by the Association. The climax of the athletic year is the annual W.A.A. breakfast held each spring. .

PUBLICATIONS

The Flashlight, the College newspaper, is published once each month. It is published for the student body and is composed of articles of interest about the students and their activities on the campus. Any student interested in newspaper work may become a member of the "Flashlight" Staff by writing a letter to the editor of the paper stating his qualifications and the type of work which interests him. All students and faculty members receive the Flashlight.

The Carontawan. The college yearbook at MSTC is the Carontawan, which is an Indian expression meaning "little town on the hill." It is dedicated to student life at Mansfield and is published by a board representing all departments and classes. Every member of the Mansfield Cooperative Government Association receives a Carontawan.

The Password, the student handbook, is published annually by the Student Council and dedicated primarily to the Freshmen. It is a compilation of information about the College and life at MSTC.

ASSEMBLIES

Assemblies for the entire student body, the faculty, and others are held every Tuesday at 2:00 p.m. in Straughn Hall. Their primary purpose is to supplement the work of the classroom. Assemblies not only give the students an opportunity for developing and appreciation of the various fields of learning and the arts, but also give the student an opportunity to participate in such programs. Regular attendance makes for better scholarship and more successful living.

ARTISTS COURSES

The college conducts two excellent artists courses—the Assembly course and the Auditorium course. The Assembly course is designed to vary the student participating activities of the assembly period; the Auditorium course intended to provide cultural experiences on a high level. The college attempts to secure the finest lecturers, musicians, dancers, and actors obtainable; and during the past several seasons has been fortunate in scheduling such attractions as Jean Carlton, Roland Hayes, William Masselos, William Gephart, Dorothy Canfield Fisher, Dr. Henry Seidel Canby, Dr. William Kirkpatrick, the United States Navy Band, the Graff Ballet and Don Cossack Chorus.

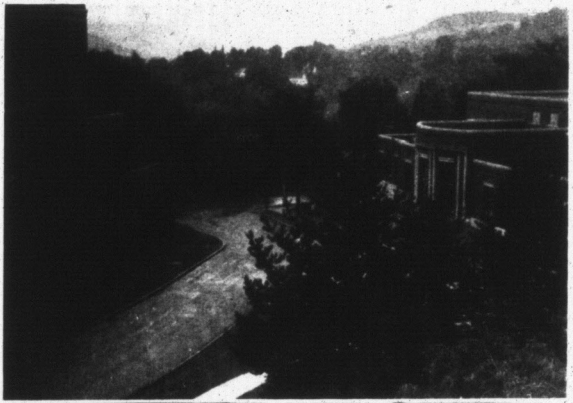
Admissions to these programs is covered by the Student Activities Fee.

MOTION PICTURES

Friday evenings at 8:00 p.m. motion pictures are shown in Straughn Hall. Not only are the finest pictures in the fields of entertainment and education presented on the College screen as part of the Auditorium program, but also newsreels and travelogues are scheduled as an adjunct to the Assembly program. They are a valuable enrichment to the social and academic life on the campus. Admission is covered by the Student Activities Fee.

THE COLLEGE COMMUNITY VESPER SERVICE

Each year four Vesper Services are arranged by the College in cooperation with the local churches and are held at 4:30 o'clock in the afternoon in Straughn Hall. The programs consist of addresses by well-known clergymen, representative of all faiths; non-sectarian devotional exercises and special music. The Music Education Chorus presents a Cantata each year at one of these services.



MIDWAY — 'PAL" — CAMPUS CORNERS

SPECIAL SERVICES AND FACILITIES

GUIDANCE PROGRAM

A strong program of guidance is conducted at Mansfield, whereby each student is aided and abetted in all phases of his development —personal, academic, health, and vocational—from the time when he applies for admission to the time when he is graduated and launched successfully in his profession.

By the provisions of this program, a student is admitted to Mansfield only after the administration is satisfied that he possesses qualifications for success in college and in educational work. This opinion is formed through careful examination of his personal, scholastic, and health records and a series of interviews with the candidate. Also utilized are tests in general intelligence, command in English, and culture. Additional followup tests in English, culture, and contemporary affairs are given at the end of the sophomore year.

On admission the student is afforded an orientation course, in which he is instructed by the President of the College, the deans, the librarian, and others and is taught the traditions of the College, the principles of adaptation to college life, the procedures peculiar to each curriculum, methods of study, use of the library, and social conventions and customs.

Then the student is given four types of counseling: personal, for emotional, social, and spiritual development; academic, for intellectual growth; health, for physical welfare and betterment; vocational, for placement and adaptation to service. These are implemented through three clinics: a personal clinic, for improving personality; an educational clinic, for resolving educational disabilities and social conflicts; a health clinic, for frequent physical examinations and remedial measures. Throughout the student's college course there exists a personal relationship between a member of the staff as his adviser and himself. An adviser is assigned to the student during his Freshman year at the close of which he assists his department head in selecting an adviser for the balance of his college course.

HEALTH SERVICE

Complete facilities for promoting the health of students and preventing disease as well as dealing with injury and illness are provided at Mansfield through a modern, well-equipped infirmary, staffed with a physician and a nurse. Regularly the services of the physician and the nurse are rendered without charge.

PSYCHO-EDUCATIONAL CLINIC

Full facilities for meeting the needs of students who are experiencing difficulties in adjusting in educational and social situations are supplied at the College through a psycho-educational clinic, the first in northern Pennsylvania, which is equipped to study the whole individual as he reacts to his environment, to diagnose his problems, and to approach their solution through the application of modern priniciples of educational hygiene. The services of the center are extended to the educational institutions and the child welfare agencies of the College service area.

PLACEMENT SERVICE

An exceptionally high record of success in facilitating the placement of graduates and their orientation to service is held by the teacher-placement bureau at Mansfield, which at all times is ready to assist graduates in finding positions and to help school officials in securing the teacher best-qualified to serve their needs..

CAMPUS BOOK AND SUPPLY STORE

A book and supply store is operated on the campus by the Mansfield Cooperative Government Association. The store sells all educational texts and supplies needed by students, and any profit accrues to the Association for the furtherance of the extra-class program.

COLLEGE BUS

A motor bus capable of carrying twenty-five passengers is owned by the Mansfield Cooperative Government Association. It is used for the transportation of student organizations and groups on trips and tours of various sorts.

FEES, DEPOSITS, AND REPAYMENTS IN THE STATE TEACHEERS COLLEGE

All Fees, Deposits and Repayments Are Subject to Change

A. FEES

I. Student Activities Fee

A student activities fee will be collected from all regularly enrolled students and will be administered through a cooperative organization under regulations approved by the board of trustees. This fee covers the cost of student activities—athletics, entertainments, publications, etc. Students taking fewer than eight semester hours or students taking extension courses may secure the benefits of the activities program by paying this fee. The student activities fee as determined and collected by the Mansfield Cooperative Association is $12.00 per semester. .

II. Contingent Fee

A contingent fee will be collected from regularly-enrolled students as follows:

	Semester	Year
Elementary Curriculum	$45.00	$ 90.00
Secondary Curriculum	45.00	90.00
Homemaking Curriculum	72.00	144.00
Music Curriculum	90.00	180.00

This fee covers the costs of registration; the keeping of student records; and library, laboratory, and student health services. In addition to the aforementioned amounts, the average student will require for books, gymnasium attire, and miscellaneous expenses at least $40.00 per year.

III. Housing Fee

1. The housing fee for students is as follows:

	Semester	Year
Room, Board and Laundry	$162.00	$324.00

(a) No reduction in the fee will be made when students go home or when laundry is done elsewhere.

(b) Students may occupy a double room alone by paying an additional $36.00 per semester.

(c) Where off-campus rooming students board in the college dining room, housing fee will be divided $2.50 for room and $6.50 for board per week.

2. The housing fee for persons other than students is $10.00 per week.

3. The charge for meals to transients:
Breakfast, $.35; Luncheon, $.45; Dinner, $.60.

IV. Infirmary Fee

1. The services of the college physician and the college nurse are available to those who are ill or injured. Medicine for minor illnesses and dressings for injuries are furnished free of charge, but students must pay for special prescriptions or preventive vaccines.

2. After three days in the Infirmary ,students from the dormitory will be charged a hospitalization fee of $1.00 per day in addition to the regular housing fee.

3. Day students to the Infirmary will be charged a fee of $2.00 per day. This charge includes only regular medical and nursing services.

V. Isolation Fee

1. For use of the isolation quarters for the contagiously sick, the college will charge $10.00 per week in addition to the regular housing fees. This fee does not include special medical and nursing service.

2. Day students admitted to the isolation quarters will be charged at the rate of $2.00 per day, plus $10.00 per week. This fee does not include special medical or nursing services.

VI. Out-of-State Tuition Fee

Students from out of the state will be charged tuition at the rate of $6.00 per semester hour. In addition, students following the Homemaking Education Curriculum will be charged a special fee of $27.00 per semester, or $54.00 per year; while students following the Music Education Curriculum will be charged a special fee of $45.00 per semester, or $90.00 per year.

VII. Private Music Instruction Fees

The charge for private lessons in music to students not following the music curriculum will be:

(a) Voice, piano, band, or orchestral instruments—$24.00 per semester for one lesson per week.

Pipe organ—$42.00 per semester for one lesson per week.

(b) Rental of room for practice, one period per day—$6.00 per semester. Rental of pipe organ for practice, one period per day—$36.00 per semester. Rental of band or orchestra instruments—$6.00 per semester.

VIII. Special Music Instruction Fee

Members of the music department who desire private music instruction other than assigned by the director (and included in their $45 contingent fee) will pay the same rate for such instruction as students not following the Music Currirculum. .

IX. Degree Fee

A fee of $5.00, to cover the cost of diploma, shall be paid by each candidate for a degree.

X. Transcript Fee

A fee of $1.00 shall be paid for the second and each subsequent transcript of record. No fee is charged for transcripts of persons in military service.

XI. Delinquent Accounts

No student shall be enrolled, graduated, or given a transcript of his record until all fees have been paid.

XII. Late Registration Fee

Each student registering after the date officially set for registration shall pay an additional fee of $1.00 per day until the student is in regular attendance in accordance with the regulation of the Board of Presidents, provided that the total amount of the late registration fee shall not exceed $5.00, except when permission for late registration has been secured in advance from the President because of illness or other unavoidable cause.

B. DEPOSITS

I. An advance deposit of $10.00 shall be made by all students when they request registration. This is a guarantee of the intention of the student to enter the college for the term or semester designated. If, however, the student notifies the college at least three weeks before the beginning of the semes-

ter or term that he is unable to enter, or if the student is rejected by the college, the deposit is repaid on application from the student through the college authorities.

II. A check or money order for this deposit must be drawn in favor of the **Commonwealth of Pennsylvania.**

C. REPAYMENTS

I. Repayments will be made for personal illness, the same being certified to by an attending physician, or for such other reasons as may be approved by the board of trustees. These will include the amounts of the contingent and housing fees paid by the student for the part of the semester which the student does not spend in the college.

II. Repayment will not be made to students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from the college.

SCHEDULE OF PAYMENTS

The Contingent and Housing fees are due for the first half of the first semester on entering; for the second half of the first semester at the beginning of the tenth week; for the first half of the second semester at the beginning of the twenty-eighth week. The Activities Fees must be paid at the beginning of the twenty-eighth week. The Activities Fee must be paid for the full semester at the beginning of each semester. All fees may be paid for the full semester at the beginning of each semester, if more convenient to students or sponsors.

METHODS OF PAYMENT

At the beginning of each semester, a check in the amount of $12.00 should be drawn in favor of the **Mansfield Cooperative Government Association.** This will pay the Activities Fee. All other checks should be drawn in favor of the **Commonwealth of Pennsylvania.** Please do not submit checks in excess of the amounts called for, as the College is legally unable to cash them or to refund balances. Cash will be accepted.

SPECIAL CHARGES

Damages. ..Dormitory rooms are fully equipped for students on entrance. Any damage to rooms or furnishings beyond that which comes from ordinary use will be charged to students. At the beginning of the term, all necessary electric lamps are furnished without

charge. If the damage results from using appliances other than those provided by the college, a proportionate amount will be charged to all students accountable.

Charges During Illness. Charges during illness do not include the expense of employing trained nurses or the cost of medicine, for all of which students or parents are responsible. In cases of serious illness, students may be removed to a hospital, where special expenses must be met.

FINANCIAL OBLIGATIONS

The acceptance of a student is for a semester; and parents or any others who are providing for the expense of a student at the college should understand that their financial obligations are for the entire semester.

SUMMARY OF FEES

STUDENTS LIVING AT THE COLLEGE

First Semester

DESCRIPTION	Elementary Ed.	Secondary Ed.	Homemaking Ed.	Music Ed.
Amount Due Sept. 8, 1947				
Contingent Fee	$ 22.50	$ 22.50	$ 36.00	$ 45.00
Room, Board and Laundry	81.00	81.00	81.00	81.00
Total Due Commonwealth of Pa.	$103.50	$103.50	$117.00	$126.00
Activities Fee—Total Due Mansfield Coop. Govt. Assoc.	$ 12.00	$ 12.00	$ 12.00	$ 12.00
Amount Due Nov. 10, 1947				
Contingent Fee	$ 22.50	$ 22.50	$ 36.00	$ 45.00
Room, Board and Laundry	81.00	81.00	81.00	81.00
Total Due Commonwealth of Pa.	$103.00	$103.50	$117.00	$126.00
TOTAL—First Semester	$219.00	$219.00	$246.00	$264.00

Second Semester

DESCRIPTION	Elementary Ed.	Secondary Ed.	Homemaking Ed.	Music Ed.
Amount Due January 22, 1948				
Contingent Fee	$ 22.50	$ 22.50	$ 36.00	$ 45.00
Room, Board and Laundry	81.00	81.00	81.00	81.00
Total Due Commonwealth of Pa.	$103.50	$103.50	$117.00	$126.00
Activities Fee—Total Due Mansfield Coop. Govt. Assoc.	$ 12.00	$ 12.00	$ 12.00	$ 12.00
Amount Due March 31, 1948				
Contingent Fee	$ 22.50	$ 22.50	$ 36.00	$ 45.00
Room, Board and Laundry	81.00	81.00	81.00	81.00
Total Due Commonwealth of Pa.	$103.50	$103.50	$117.00	$126.00
TOTAL—Second Semester	$219.00	$219.00	$246.00	$264.00

SUMMARY OF FEES

STUDENTS NOT LIVING AT COLLEGE

First Semester

DESCRIPTION	Elementary Ed.	Secondary Ed.	Homemaking Ed.	Music Ed.
Amount Due Sept. 8, 1947 Contingent Fee—Total Due Commonwealth of Pa.	$ 22.50	$ 22.50	$ 36.00	$ 45.00
Activities Fee—Total Due Mansfield Coop. Govt. Assn.	$ 12.00	$ 12.00	$ 12.00	$ 12.00
Amount Due No. 10. 1947 Contingent Fee—Total Due Commonwealth of Pa.	$ 22.50	$ 22.50	$ 36.00	$ 45.00
TOTAL—First Semester	$ 57.00	$ 57.00	$ 84.00	$102.00

Second Semester

DESCRIPTION	Elementary Ed.	Secondary Ed.	Homemaking Ed.	Music Ed.
Amount Due January 22, 1948 Contingent Fee—Total Due Commonwealth of Pa.	$ 22.50	$ 22.50	$ 36.00	$ 45.00
Activities Fee—Total Due Mansfield Coop. Govt. Assn.	$ 12.00	$ 12.00	$ 12.00	$ 12.00
Amount Due March 31, 1948 Contingent Fee—Total Due Commonwealth of Pa.	$ 22.50	$ 22.50	$ 36.00	$ 45.00
TOTAL—Second Semester	$ 57.00	$ 57.00	$ 84.00	$102.00

PROVISIONS FOR STUDENT AID

SCHOLARSHIPS

State Scholarships—Holders of state scholarships may use them at Mansfield State Teachers College when enrolled in anv four-year degree curriculum.

Student Loan Fund Scholarships—Eight scholarships of $50.00 per year for two years will be available for students from the College service area entering the College in September, 1946. Eligibility for these scholarships will be determined by the College authorities in charge of the fund. Applications may be secured from the office of the County Superintendent of Schools through your high school principal.

Martha Colegrove Memorial Scholarship—A scholarship of $100.00 per year has been made available by Mr. and Mrs. W. H. Colegrove of Knoxville, Pennsylvania, as a memorial to their daughter, Martha, to be awarded each year to an outstanding woman student in the Music Education curriculum. This award is made by the Music Education faculty.

LOANS

Student Loan Fund—Through the generosity of alumni and friends of the College, a substantial fund has been accumulated for the purpose of aiding worthy students through the medium of loans which are to be paid back to the fund as soon as possible after the borrower leaves the College, so that others who are in need may have an opportunity to share in the benefits thus accruing from such a revolving fund. Loans not exceeding $100.00 per year, with $50.00 as the maximum amount each semester, may be granted during the junior and senior years of attendance at the College, if satisfactory security is provided. This fund is administered by the Student Aid Committee with the approval of the President of the College.

Robert Cowles Memorial Loan Fund—The Music faculty administers a loan fund as a memorial to Robert Cowles. This fund, made up largely of contributions from the Cowles family of Orwell, Pennsylvania, makes available loans not exceeding $100.00 to worthy music students during the junior and senior year of attendance at the College..

Omicron Gamma Pi Student Loan Fund (formerly Domicilian Student Loan Fund)—Dormitory seniors in the Homemaking Education Department who have maintained good scholastic standing and who have high ideals and strong character may have the opportunity

of borrowing from this fund amounts to be determined by the committee in charge of the fund. Application for loans should be made to Omicron Gamma Pi.

Faculty Loan Fund—For several years the College faculty has set aside $100.00 per year to be loaned in small amounts to worthy students who are temporarily in need of funds. This fund is administered by the budget committee of the faculty.

Tioga County Women's Clubs Foundation—The Tioga County Federation of Women's Clubs has established a loan fund, limited for the present to one or two loans of $100.00 to $200.00 per year. The loan is available to any woman student from Tioga County, preferably to applicants from the Homemaking Education Department. Applications for loans should be made through the President of the College or through the agency designated by him.

WORK OPPORTUNITIES

At the College—A limited number of positions at the College are available for students in need of part-time employment. Such opportunities, however, are open chiefly to upperclassmen who have demonstrated their ability to do satisfactory College work. These positions are confined to the kitchen, the dining room, the library, and the administrative office.

In the Community—While Mansfield is primarily a residential center, some part-time employment in the community frequently may be secured. Such openings are provided through the hotel, the restaurants, the motion picture theater, the garages, and the stores.

In Private Homes—A resasonable amount of work in private homes approved by the College is available. Often students are placed in contact with these homes by friends, alumni, student organizations, or churches. Such arrangements must be approved by the Dean of Women or the Dean of Men prior to the beginning of each semester. However, students and their parents or guardians assume responsibility for such off-campus arrangements.

INFORMATION FOR DORMITORY STUDENTS

ACCOMMODATIONS

Dormitories for men and women are maintained by the College. The rooms are pleasant and comfortably furnished, and the resultant atmosphere is cheerful and harmonious. There are a few single rooms, but the majority are intended to accommodate two or three students.

Both men's and women's rooms are provided with study tables and lamps, chairs for work and relaxation, single beds, mattresses and pillows, bureau or chiffoniers, and mirrors. Each student must provide blankets, four sheets, two pillow cases, and six towels.

Wholesome, well-balanced meals are provided in an attractive dining room, where men and women are seated together at tables of eight. Here they have a necessary training in the amenities of dining and table service with friendly and stimulating conversation in congenial surroundings.

LAUNDRY FACILITIES

The Satisfactory Laundry Company takes care of the laundry work of all students residing in the college dormitories. Each is entitled to twelve pieces of laundry per week. In addition, special rooms are provided where students may do extra washing or ironing which they may desire.

The women students themselves have compiled the list of clothing they feel necessary to college life. The dormitory, the classroom, and the village of Mansfield naturally govern the appropriate type of dress. Since youthful simplicity characterize the wardrobe of the well-bred student, sports clothes and tailored frocks are first on the list which follows:

1. Two or three wool skirts
2. Six sweaters or blouses
3. Two cotton dresses
4. Two or three simple silk or wool dresses
5. One evening gown
6. One heavy coat
7. One sports jacket or coat
8. One pair of sports shoes
9. One pair of evening slippers
10. One pair of dress slippers
11. One pair of gymnasium sneakers. Freshmen and sophomore women will be required to purchase uniform gymnasium attire at the Campus Book and Supply Store.

For men it is suggested that a standard personal grooming and appropriateness be set up and maintained dictating the type of informal and formal clothing to be selected.

1. Slacks and sweaters or jackets
2. One dark suit or one mixed color suit
3. One light topcoat
4. One heavy topcoat
5. One pair of sports shoes
6. One pair of dress shoes

It is suggested that students purchase uniform gymnasium attire at the Campus Book and Supply Store after their arrival, conveniently and at low cost.

INFORMATION FOR OFF-CAMPUS STUDENTS

Students who do not wish to live in the dormitories and who wish to reside in homes other than their own must secure the permission of the Dean of Men or the Dean of Women. A list of approved homes will be submitted to the student.. In every case, financial arrangements are made between the housemother and the student.

CERTIFICATION OF TEACHERS

The Provisional College Certificate. This credential is granted to all holders of a degree immediately following graduation and is valid for three years.

In the Elementary Field, such a certificate qualifies the holder to teach the subjects on its face in any high school.

In the Field of Homemaking or Music, such a certificate qualifies the holder to teach or supervise the special subject in both elementary and secondary schools.

Making the Provisional College Certificate Permanent. This action is accomplished by completing subsequent to graduation three years of successful teaching in the public high schools of the Commonwealth and at least six semester hours of approved college work in educational theory or the subjects named on the certificate.

Certification in Additional Fields. Holders of certificates for teaching in the secondary field often desire certification for teaching in the elementary field and vice versa. Such certification may be secured by completing additional work as indicated hereinafter..

College Certificates in the Secondary Field May Be Validated for the Elementary Field by completing thirty semester hours from among a specifically outlined group of courses considered vital to the preparation of elementary school teachers, including six hours of elementary student teaching. The courses must be selected from the following list:

Art I
Music I
Teaching of Arithmetic
Teaching of English
Teaching of Reading
Children's Literature and Story-telling
Curriculum in Elementary Science
Educational Measurements
United States History before 1865
United States History since 1865

College Certificates in the Eelementary Field May Be Validated for the Secondary Field by completing eighteen semester hours for approved courses in the elective field desired, six hours in secondary education, and six hours of secondary student teaching, a total of thirty hours.

The State Standard Limited Certificate. This certificate, granted prior to February 1, 1943, qualified the holder to teach in an elementary school for three calendar years. The certificate may be renewed by subsequent three-year periods on evidence of teaching success and the completion during each three years of an additional twelve hours of work leading to a degree in the elementary field.

Normal School Diplomas. The certificates of graduation issued by Normal Schools and Teachers Colleges in the past, when converted into diplomas after two years, carried with them permanent certificates for teaching elementary subjects. Thus, persons holding such diplomas and certificates and desiring to complete the requirements for a degree are given credit for one-half of the degree course, on the basis of the old Normal curriculum. The remaining requirements may be completed as rapidly as these persons wish, without affecting their certification rights. On completion of the degree course, however, a Provisional College Certificate is issued.

Correspondence Courses. The regulations of the Department of Public Instruction prohibit the giving or accepting of such courses for credit.

Extension Courses. Teachers in service may complete by extension no more than 25 per cent of the number of courses required for a degree. Only work graded above the lowest passing grade at the institution attended can be accepted on a transfer record. Full information relative to such offerings may be obtained from the Director of Extension Education at the College.

Saturday Classes in Residence. Full information relative to offerings may be obtained from the Director of Extension Education at the College.

THE 1947 SUMMER SESSIONS

PROGRAM

To meet the needs of undergraduates and war veterans who wish to accelerate the completion of a curriculum, and teachers in service seeking additional certification or a degree, three sessions covering twelve weeks in all, have been planned for the summer of 1947. The Summer session will comprise two six week sessions. The first six week session will extend from June 2 until July 12; the second six weeks session will extend from July 14 to August 23.

PURPOSE AND SCOPE

The summer sessions are intended for undergraduates who wish to accelerate the completion of a curriculum, to adjust irregularities, or to remove deficiencies and in-service teachers who need additional certification of a degree. The courses are selected in sufficient variety to meet as far as possible the requirements of all students in elementary education, secondary education, homemaking education, or music education.

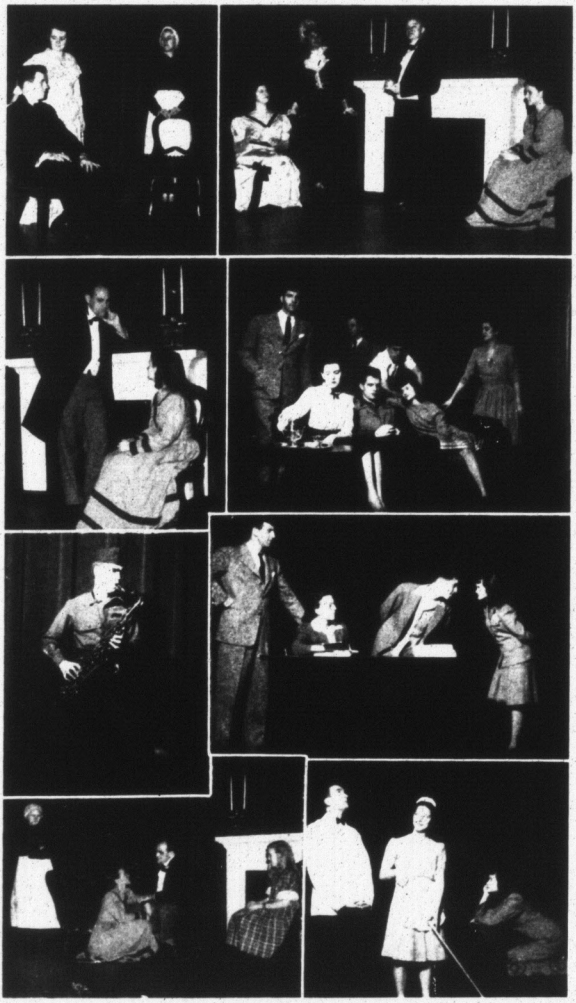
During the summer of 1947 the features will be work shop courses in several fields, demonstrations and conferences, and recreational and social activities appropriate to the season.

FEATURES

Work Shop Courses will afford opportunities for students to work on their own problems and to develop effective problem-solving techniques through individual and group discussions and direct reading.

Demonstrations and Conferences will provide opportunities for students to observe and to discuss teaching in various areas of special interest determined by the needs and the interests of the students themselves. The areas will include reading, speech, art, music, guidance, library, special education, and particular subjects. The campus schools will be open during the summer.

Recreational and Social Activities will include educational field trips; many kinds of sports, including swimming, tennis, golf, and hiking; and a large variety of social events, including picnics, dances, and parties.



THE PLAY

CREDIT

All courses will carry full credit toward certification and a degree. As many as twelve semester hours of credit will be available for the full summer of work.

EXPENSES AND FEES

Students following the Elementary Education or the Secondary Education curriculum will be charged a contingent fee of $6.00 per semester hour of credit; a student activities fee of $.50 per week; and, if living at the college, a housing fee, covering room, board, and laundry, of $8.00 per week.

SUMMER BULLETIN

Detailed descriptions of the courses, student activities, and costs of the summer sessions will be found in the 1947 Summer Bulletin Number of the College Quarterly, which will be sent by the College on request to persons interested.

SATURDAY CLASSES ON CAMPUS

Saturday classes are conducted on the campus each semester from 8 a.m. to 10 a.m. and from 10 a.m. to 12 m.

EXTENSION COURSES

During the academic year 1945-1946, extension courses were conducted in Athens, Canton, Coudersport, Sayre, Troy and Westfield, answering the requirements of Bradford, Potter, and Tioga counties. During the academic year 1947-1948 additional centers may be established, as a number of other localities have requested this service.

The extension program has been developed by the College in cooperation with the superintendents of schools in the aforementioned counties and the modern program of professional study and growth. It is designed to assist teachers to advance their certification and to heighten their teaching technique; and to make available the facilities of the College in all parts of its service area.

ROSTER OF STUDENTS

Post-Graduate Students

Name	Undergraduate College	Town	County
Foster, T. W. Jr.,	B.S. Mansfield	Wilkes-Barre	Luzerne
McAndrew, W. L.,	B.S. East Stroudsburg	Wilkes-Barre	Luzerne
Moyle, W. L.,	B. S. Mansfield	Dalton	Lackawanna

Under-Graduate Students

Name	Town	County
Ackman, James E.—S1	Port Allegheny	McKean
Allen, Rae S.—H4	Catawissa	Columbia
Amendola, Anthony C.—S1	Ashley	Luzerne
Anderson, Charles B.—M1	Bradford	McKean
Anistranski, Charles—S1	Wilkes-Barre	Luzerne
Arey, Raymond W.—S1	Dushore	Sullivan
Azain, Jacob—S1	Wilkes-Barre	Luzerne
Bailey, Leonard M.—S4	Mansfield	Tioga
Baity, Richard B.—S2	Covington	Tioga
Baker, Donald R.—S3	Muncy	Lycoming
Baker, Geraldine F.—E4	Rixford	McKean
Baker, Lena M.—M1	Hanover	York
Baker, Richard M.—S1	Rixford	McKean
Banzhof, Emily J.—E1	Tioga	Tioga
Barnes, Genevieve L.—S1	Mansfield	Tioga
Barrett, Glenn W.—S1	Snedeherville	Bradford
Bartoo, Donald C.—S1	Harrison Valley	Potter
Beagle Ellery L.—S1	Mansfield	Tioga
Beardsley, Gloria V.—S4	New Albany	Bradford
Beaton, John W.—S1	Niagara Falls	Niagara
Bedford, Joey L.—H1	Canton	Bradford
Beers, George F.—S1	Towanda	Bradford
Bender, Minnie E.—H4	New Albany	Bradford
Bender, William G.—M1	Kane	McKean
Benjamin, Russell E.—S1	Canton	Bradford
Berguson, Myrtle, J.—H1	Blossburg	Tioga
Beri, Vivian F.—H1	Northumberland	Northumberland
Biddle, William T.—S1	Troy	Bradford
Bitner, Ruth E.—H2	Mill Hall	Clinton
Blackman, Richard L.—S1	Wellsboro	Tioga
Boardman, Lois J.—M1	Bradford	McKean
Bobkowski, John L.—S1	Wilkes-Barre	Luzerne

Name	Town	County
Bohlayer, Margaret E.—H3	Troy	Bradford
Boinske, Paul W.—S1	Blossburg	Tioga
Bookmiller, Atwell M.—M1	Mansfield	Tioga
Booth, Elizabeth M.—S1	Troy, N.Y.	Renssaeler
Botsford, Frank R.—S1	Canton	Bradford
Bowers, Elizabeth A.—M1	Chambersburg	Franklin
Bowman, Robert W.—S1	Sayre	Bradford
Bradshaw, Francis R.—S1	Wilkes-Barre	Luzerne
Bradshaw, William C.—S1	Mansfield	Tioga
Brainard, Arneta L.—S2	Harford	Susquehanna
Brennan, Robert B.—S1	Towanda	Bradford
Bricker, Fern L.—H1	Frackville	Schuylkill
Brigham, John D.—S1	Mansfield	Tioga
Brion, Alma J.—H4	Liberty	Tioga
Bronson, John L.—M1	Alderson	Luzerne
Brown, Charles R.—S1	Burlington	Bradford
Brown, Philip A.—E1	West Springfield	Erie
Brown, Rhea H.—E2	Burlington	Bradford
Brueilly, Virginia L.—E3	Covington	Tioga
Brunell, Betty Lou—M1	Turtlepoint	McKean
Brush, Margery A.—H1	Scranton	Lackawanna
Buchan, Anthony J.—S1	Wilkes-Barre	Luzerne
Bunn, Ruth L.—E2	Canton	Tioga
Burns, James D.—S1	Athens	Bradford
Burns, Patricia J.—S1	Athens	Bradford
Burr, Marcus L.—S1	Canton	Bradford
Butman, Betty E.—M2	Tioga	Tioga
Butts, Loren D.—S3	Sayre	Bradford
Byham, Lois A.—E3	Kane	McKean
Calby, Edward M.—S1	Mansfield	Tioga
Callas, Theodore S.—S1	Elmira, N.Y.	Chemung
Capwell, Esther M.—H3	Allentown	Lehigh
Carlberg, Robert N.—M1	Pleasantville	Venango
Carlson, Burnell E.—M1	Kane	McKean
Carlson, Rena I.—E3	Turtlepoint	McKean
Carmel, Eleanor R.—S1	Nanty-Glo	Cambria
Carothers, Frank S.—S2	Jersey Shore	Lycoming
Case, Lois, M.—S1	Milan	Bradford
Casey, Janet R.—E2	Susquehanna	Susquehanna
Casey, Robert—S2	Wilkes-Barre	Luzerne
Cavuto, Carmen C.—M1	W. Wyoming	Luzerne
Chadwick, Harold H.—S1	Wyalusing	Bradford
Chaffee, Norrine W.—E3	Le Rayville	Bradford
Cheplick, David S.—S3	Olyphant	Lackawanna

Name	Town	County
Cherrington, Anna M.—H4	Port Allegany	McKean
Cherrington, Margaret V.—H1	Port Allegany	McKean
Chubbuck, Donald J.—S1	Towanda	Bradford
Cichocki, Genevieve M.—H4	Plains	Luzerne
Clancy, James J.—S1	Olyphant	Lackawanna
Clarke, Frances I.—H1	Mexico, N.Y.	Oswego
Cleveland, Donna E.—E1	Mansfield	Tioga
Cleveland, Grover D.—S2	Covington	Tioga
Cleveland, Lee R.—S1	Troy	Bradford
Cleveland, Wilford E.—S1	Mansfield	Bradford
Cobb, Eleanor L.—E1	Stevensville	Bradford
Codispoti, Ernest A.—S1	Elkland	Tioga
Cole, Gordon A.—S2	Lawrenceville	Tioga
Collins, Dolores A.—H3	Laceyville	Wyoming
Colwell, Janet J.—H1	Susquehanna	Susquehanna
Comstock, Paul E.—S1	Sayre	Bradford
Conner, Arlene E.—H1	Orangeville	Columbia
Conniff, Robert C.—S1	Plains	Luzerne
Conwell, William E.—S1	Wilkes-Barre	Luzerne
Cook, Carleton P.—S1	Wysox	Bradford
Corbo, Eugene D.—M1	Elmira, N.Y.	Chemung
Cornell, Wanda H.—E3	Genesee	Potter
Cox, Donna M.—S1	Coudersport	Potter
Cowley, Kathryn M.—S1	Blossburg	Tioga
Coyle, Thomas H.—S1	Towanda	Bradford
Crandall, Allen E.—M1	Williamsport	Lycoming
Cray, Nancy S.—H1	Port Allegany	McKean
Crist, Janet L.—M4	Jersey Shore	Lycoming
Crooks, Gordon J.—M4	Antrim	Tioga
Cruttenden, Edward E.—S1	Mansfield	Tioga
Cruttenden, Velma A.—S1	Wellsboro	Tioga
Cunningham, Leatrice A.—M3	Mt. Jewett	McKean
Cunningham, Patrick J.—S3	Wilkes-Barre	Luzerne
Curtis, Marion A.—E3	Flemington, N.Y.	Huntendon
Daniel, James W.—S1	Bartow, Fla.	Polk
Daniels, James R.—S3	Sayre	Bradford
Daniels, Leon F.—S1	Athens	Bradford
Danielski, Isabelle—E4	Rummerfield	Bradford
Darr, Arlene I.—S2	Coudersport	Potter
Darrin, Phyllis J.—S1	Coudersport	Potter
Davis, Barbara J.—E2	Nelson	Tioga
Davis, Delbert B.—S3	Wilkes-Barre	Luzerne
Davis, Marian R.—M1	Nelson	Tioga
Davis, Mary E.—M1	LeRaysville	Bradford

Name	Town	County
Dawson, Jacklyn E.—H1	Sayre	Bradford
Day, Ronald G.—S1	Mansfield	Tioga
Decker, James J.—S1	Wilkes-Barre	Luzerne
Decker, Walter M.—S1	Mansfield	Tioga
Del Grosso, Floyd A.—S1	Galeton	Potter
De Sera, Ernest—S1	Elkland	Tioga
Detz, Raymond L.—S1	Nanticoke	Luzerne
Dewey, Philip H.—S2	Gaines	Tioga
Dewey, Rex E.—S1	Troy	Bradford
Dewey, Robert O.—S1	Coudersport	Potter
Dickerson, Orville O.—S2	Gaines	Tioga
Dieffenboch, Rex W.—S1	Dushore	Sullivan
Dietrictt, Ruth E.—S1	Fleetwood	Berks
Diez, Teresa I.—M2	Plymouth	Luzerne
Dimmich, Bruce B.—S1	Gaines	Tioga
Dimon, Barbara A.—M2	Rome	Bradford
Dombroski, Anthony L.—S1	Wilkes-Barre	Luzerne
Donaghue, Thomas F.—M1	Schuylkill Haven	Schuylkill
Dorrance, Mary L.—H4	Elkland	Tioga
Drabinski, Leonard Ch.—S1	Blossburg	Tioga
Dragwa, Jean A.—M2	Simpson	Lackawanna
Drake, Emelyn A.—M2	Shinglehouse	Potter
Drew, Jack Vincent—S1	Mansfield	Tioga
Deibble, Mary L.—M1	Myerstown	Lebanon
Duffy, Robert P.—S2	Wilkes-Barre	Luzerne
Dugan, John E.—E1	Wellsboro	Tioga
Dunbar, Jack F.—S1	Wilkes-Barre	Luzerne
Dunlap, Delphine E.—H3	Meshoppen	Wyoming
Dunmore, Wallace S.—S1	Watrous	Tioga
Dussinger, Doris E.—M3	Brownstown	Lancaster
Dutcher, Shirley J.—M2	Tioga	Tioga
Dutcher, Thomas F.—S1	Wellsboro	Tioga
Dwyer, John A.—S4	Morris Run	Tioga
Dygert, Alden R.—S3	Elmira, N.Y.	Chemung
Eckroth, Laura L.—H1	Bloomsburg	Columbia
Edgerton, Walter E.—S1	Mansfield	Tioga
Elshree, Elizabeth K.—S4	Columbia Cross Roads	Bradford
Elster, Louis J.—M1	McKeesport	Allegheny
Ennis, Joseph—S1	Towanda	Bradford
Acker, Curtis H.—M1	Allentown	Lehigh
Evans, Beverly L.—H1	Corning, N.Y.	Steuben
Evans, Harland J.—S1	Mansfield	Tioga
Evans, Leslie D.—S2	Mansfield	Tioga
Evans, Stanley M.—S1	Olyphant	Lackawanna

Name	Town	County
Faduska, Charles—S2	Bear Creek	Luzerne
Faduska, Nicholas—S2	Bear Creek	Luzerne
Falkowski, Edmund S.—S1	Wilkes-Barre	Luzerne
Fehr, Marilyn N.—H1	Allentown	Lehigh
Ferman, Janice M.—E4	Smethport	McKean
Ferry, Mary P.—H1	Dallas	Luzerne
Fessler, Ardis L.—E2	Covington	Tioga
Fiddler, Vesta L.—H4	Brockway	Jefferson
Finch, Marion C.—S1	Crooked Creek	Tioga
Fink, Harold B.—S1	Wellsboro	Tioga
Fish, Frank E.—S1	Wellsboro	Tioga
Fitzgerald, Mary L.—S4	Little Meadows	Susquehanna
Flanagan, Edward J.—S1	Wilkes-Barre	Luzerne
Ford, Janice L.—S3	Rome	Bradford
Ford, Jean K.—H2	Wellsboro	Tioga
Fox, Donna J.—M1	Susquehanna	Susquehanna
Galavitz, Marie L.—S2	Simpson	Lackawanna
Gannon, Albert W.—S1	Cherry Flats	Tioga
Garrison, Benedict—S1	Mansfield	Tioga
Garrison, Lewis M.—S1	Mansfield	Tioga
Gass, Lois S.—H1	Danville	Montour
Gazdick, L. Flo.—M2	Gaines	Tioga
Gearhart, John F.—S1	Tower City	Schuylkill
Gehen, Edward F.—S1	Wellsboro	Tioga
Geigle, Joan J.—S1	Coudersport	Potter
Georgetti, Vilma A.—S1	Carbondale	Lackawanna
Gerould, Malcolm E.—S1	Rome	Bradford
Gessner, Emma J.—M1	Dornsife	Northumberland
Gilbert, Elsie M.—H2	Bradley Beach, N.J.	Monmouth
Gillette, John L.—S1	Germania	Potter
Glasser, Robert J.—S3	Tunkhannock	Wyoming
Goodall, Bettejo—M4	Liberty	Tioga
Grenell, Robert E.—S1	Towanda	Bradford
Gridley, Jack R.—S1	Galeton	Potter
Griffith, Robert A.—S1	Elmira, N.Y.	Chemung
Griffith, William H.—S4	Kane	McKean
Gruzlewski, Raymond S.—S1	Blossburg	Tioga
Guild, Carlton L.—S1	Troy	Bradford
Hadley, Doris M.—E2	Mansfield	Tioga
Hadley, Gerald T.—S1	Olyphant	Lackawanna
Haines, Sally P.—S1	Hallstead	Susquehanna
Hammond, Dora M.—H4	Wellsboro	Tioga
Hannold, Julana R.—S2	Tiona	Warren

Name	Town	County
Harkins, John P.—S1	Wilkes-Barre	Luzerne
Hackness, Dorothy J.—H1	Canton	Bradford
Harrington, Myra B.—E3	Shinglehouse	Potter
Harrington, Thomas E.—S1	Kingston	Luzerne
Harris, Charles K.—M 3	Sayre	Bradford
Hart, Mildred B.—H4	Forksville	Sullivan
Hartung, Linda E.—M1	Tamaqua	Schuylkill
Haswell, Ernestine L.—M1	Lehighton	Carbon
Hawkins, Joseph P.—S1	Canton	Bradford
Heaton, Keith D.—S1	Knoxville	Tioga
Height, Edwin P.—S1	Wilkes-Barre	Luzerne
Hembury, Marie P.—S1	Mildred	Sullivan
Henrich, Delos S.—S2	Sayre	Bradford
Herrold, Marcus E.—S1	Morris	Tioga
Herzog, Anne K.—E3	Smethport	McKean
Hewitt, Glenn M.—S2	Troy	Bradford
Hill, Dean E.—S1	Pine City, N.Y.	Steuben
Hinman, Earl E.—S1	Monroeton	Bradford
Hissam, Helen R.—H2	Milford	Pike
Hochreiter, Richard J.—S1	Wilkes-Barre	Luzerne
Hofmann, Frances B.—H1	Forty Fort	Luzerne
Hollenback, Shirley M.—E3	Kingsley	Susquehanna
Hollenshead, Raymeta C.—M4	Rome	Bradford
Horn, Robert E.—S1	Galeton	Potter
Horosko, Anthony E.—S1	Olyphant	Lackawanna
Hotchkiss, Elma M.—M3	North Girard	Erie
Hotko, Edward A.—S1	Wilkes-Barre	Luzerne
Houser, Ellen C.—M1	Millerton	Tioga
Hryniewicki, Robert P.—S1	Hudson	Luzerne
Hughes, Betty E.—H4	Tioga	Tioga
Hutcheson, Audrey J.—E1	Mansfield	Tioga
Hutchinson, Richard G.—S1	Olean, N.Y.	Cattaraugus
Hyde, John H.—S4	Troy	Bradford
Izer, Ruth E.—H4	Weissport	Carbon
Jaquish, Joseph P.—S1	Mansfield	Tioga
Jaquish, William J.—S1	Tunkhannock	Wyoming
Kneiss, Eleanor—M3	Taylor	Lackawanna
Kneller, Lorena M.—S3	Dushore	Sullivan
Knob, Edward A.—M1	Stroudsburg	Monroe
Knowlton, Doris M.—E2	Covington	Tioga
Kodish, Raymond A.—S1	Kingston	Luzerne
Kohut, John J.—S1	Vandling	Lackawanna
Koslosky, Matilda T.—S1	Dushore	Sullivan

Name	Town	County
Kovaleski, Chester F.—S1	Wilkes-Barre	Luzerne
Koyne, Mary C.—M1	Elmira, N.Y.	Chemung
Krall, Walter R.—M1	Vandling	Lackawanna
Kreger, Leon W.—S1	Liberty	Tioga
Krotzer, Dorothy M.—H1	Liberty	Lycoming
Kucewiez, Walter J.—S1	Wilkes-Barre	Luzerne
Kuhl, Philip H.—S1	Lawrenceville	Tioga
Kunkle, Lois A.—M2	Wyalusing	Bradford
Lalley, John A.—S3	Binghamton, N.Y.	Broome
Lamb, Betty R.—S2	Susquehanna	Susquehanna
Landon, Henry E.—S1	Towanda	Bradford
Lane, J. Yvonne—M2	Towanda	Bradford
Langham, Lena R.—E3	Millerton	Tioga
Lapsansky, Stephen M.—M1	Pittston	Luzerne
Lawton, Edgar L.—S3	Wellsboro	Tioga
Lee, Ethelyn B.—H1	Springville	Susquehanna
Lee, Kenneth B.—S4	Mansfield	Tioga
Lehner, Lucille M.—S2	Susquehanna	Susquehanna
Leshinski, Robert W.—S1	Hudson	Luzerne
Lester, Wellington F.—S2	Equinunk	Wayne
Levengood, Pauline S.—H3	Oley	Berks
Levering, George F.—S1	Athens	Bradford
Lewis, Wilma E.—M3	Harrison Valley	Potter
Lloyd, Willard G.—S1	Wilkes-Barre	Luzerne
Locke, Vivian R.—H1	Westfield	Tioga
Lombardi, William A.—M1	Stroudsburg	Monroe
Long, Jack M.—M4	Mansfield	Tioga
Loveland, Kitty L.—E4	Mansfield	Tioga
Ludwig, Leona L.—H2	Hegins	Schuylkill
Lundy, Jean C.—M3	Orwell	Bradford
Lynch, Thomas F.—S1	Athens	Bradford
Jenkins, Algretta M.—H 1	Peckville	Lackawanna
Johnson, Donald W.—S1	Mt. Jewett	McKean
Johnson, Richard S.—M3	Ridgewood, N.J.	Gloucester
Johnson, Wesley R.—M1	Williamsport	Lycoming
Johnson, William M.—S2	Elmira, N.Y.	Chemung
Jones, Eleanor E.—E4	Little Meadows	Susquehanna
Jones, Mary A.—M1	Scranton	Lackawanna
Jones, Morgan W.—M1	Wilkes-Barre	Luzerne
Judd, Fredric G.—S1	Harrison Valley	Potter
Juzwiak, Frank A.—S4	Wilkes-Barre	Luzerne
Katusz, Joseph T.—S1	Nanticoke	Luzerne
Kearney, Peter W.—S1	Olyphant	Lackawanna

Name	Town	County
Keeler, Norma C.—S1	Athens	Bradford
Kehres, John D.—M1	Rebuck	Northumberland
Kemp, Robert M.—S1	Nelson	Tioga
Kendall, Edith M.—M1	Mavienville	Forest
Kennedy, Clair J.—S1	Mansfield	Tioga
Kennedy, Marshall L.—S2	Troy	Bradford
Kennedy, Nancy R.—S1	Mansfield	Tioga
Kenney, James D.—S2	Wilkes-Barre	Luzerne
Kerrigan, John J.—S2	Wilkes-Barre	Luzerne
Kilbourne, Nilah A.—E1	Sabinsville	Tioga
Kingan, Mary E.—M1	Slippery Rock	Butler
Kinnan, Richard W.—S1	Middlebury Center	Tioga
Kinney, Elwood E.—M2	Sheffield	Warren
Kinney, Lydia M.—S1	Mansfield	Tioga
Kinney, Paul F.—S1	Wyalusing	Bradford
Kintner, Harold W.—S1	Ulster	Bradford
Kintner, Ruth I.—H1	Wyalusing	Bradford
Kitchen, Robert R.—S2	Dushore	Sullivan
Kithcart, Eleanor R.—S1	Wyalusing	Bradford
Kiwatisky, Frank—S1	Lopez	Sullivan
Kjelgaard, Alfred E.—S1	Watrous	Tioga
Kjelgaard, William L.—S1	Watrous	Tioga
Klingaman, Bernice P.—M1	Gilbert	Monroe
McCarty, Laura A.—H1	Lehighton	Carbon
McCawley, Anne M.—M4	Susquehanna	Susquehanna
McCawley, Mary R.—S2	Susquehanna	Susquehanna
McClure, James E.—S1	Troy	Bradford
McDonald, John A.—M1	Wilkes-Barre	Luzerne
McEneny, Gerald J.—S2	Wilkes-Barre	Luzerne
McEwan, Scott W.—S4	Blossburg	Tioga
McFadden, Barbara J.—H1	Bradford	McKean
McGinley, Leo A.—S4	Upper Darby	Delaware
McIntosh, Emmett L.—M1	Erie	Erie
McKernan, Byron J.—S1	Towanda	Bradford
McLain, Eugene M.—S1	Olyphant	Lackawanna
McLane, Richard X.—M1	Pittston	Luzerne
McLaughlin, Dorothy E.—M1	Roulette	Potter
McLaughlin, Harold L.—S1	Ralston	Lycoming
McMillen, Lorene I.—H1	Loysville	Perry
McNeth, Mary J.—M2	Roaring Branch	Lycoming
Macorkel, Winifred—E2	Wilkes-Barre	Luzerne
Maddock, Michael P.—M1	Lopez	Sullivan
Magdelinskas, Vito J.—S1	Wilkes-Barre	Luzerne
Mahle, Stephen A.—S1	Ashley	Luzerne

Name	Town	County
Maminski, Frank J.—M1	Wilkes-Barre	Luzerne
Mancia, Dominick J.—S4	Wilkes-Barre	Luzerne
Manley, Prudence W.—E1	Elmira, N.Y.	Chemung
Marcucci, Alita P.—E1	Wyalusing	Bradford
Marcucci, Frances V.—E3	Wyalusing	Bradford
Markle, Audrey A.—M4	Rixford	McKean
Markel, Joseph A.—S4	Kingston	Luzerne
Marra, Frank W.—S4	Dunmore	Lackawanna
Marshall, Esther S.—H1	Roaring Branch	Lycoming
Marshall, Mary E.—H1	Mansfield	Tioga
Martin, Albert J.—S2	Chester	Delaware
Martin, Roberts R.—S2	Elmira, N.Y.	Chemung
Marvin, Sophie L.—M1	Forty Fort	Luzerne
Mase, Ruth L.—H3	Liberty	Tioga
Masterson, Kenneth L.—M1	Tower City	Schuylkill
Masterson, Rita H.—S1	Eldred	McKean
Maul, Charles R.—M1	Mansfield	Tioga
Maul, Nan L.—M1	Mansfield	Tioga
Maxwell, Gene E.—H2	Williamsport	Lycoming
Mazza, Raymond P.—M1	Steelton	Dauphin
Meade, Lorrence L.—S2	Mansfield	Tioga
Meek, Jeanne S.—H2	Allenwood	Union
Merrick, Kenneth L.—S4	Mansfield	Tioga
Mertz, Eleanor E.—S4	Mansfield	Tioga
Mertz, Hazel M.—H1	Northumberland	Northumberland
Metarko, Theodore D.—S1	Blossburg	Tioga
Metzger, E. Jean—E1	Millport	Potter
Meyer, Audrey L.—M3	Blossburg	Tioga
Michaels, Dorothy J.—E1	Covington	Tioga
Millard, Kenneth A.—S1	Canton	Bradford
Miller, W. Jean—E3	Tioga	Tioga
Miller, John J.—S1	Wyalusing	Bradford
Miller, Robert J.—S1	Wellsboro	Tioga
Miller, Robert W.—S1	New Albany	Bradford
Mills, Robert S.—S1	Wilkes-Barre	Luzerne
Mollahan, Joseph M.—S4	Wilkes-Barre	Luzerne
Mollahan, Peter A.—S2	Wilkes-Barre	Luzerne
Monro, Janice M.—H3	Troy	Bradford
Moon, Merna E.—S1	New Albany	Bradford
Mordovancy, Andrew—S2	Mansfield	Tioga
Moshier, Ronald N.—S1	Wellsboro	Tioga
Mulford, Paul H.—S4	Wellsboro	Tioga
Mutchler, Evelyn A.—E3	Mansfield	Tioga
Muth, Lita K.—M 3	Avon	Lebanon
Myfelt, George B.—S2	Mansfield	Tioga

Name	Town	County
Napoliton, Therese A.—M1	Hazelhurst	McKean
Nares, Connie C.—E4	Mansfield	Tioga
Nares, Kenneth G.—S1	Mansfield	Tioga
Nash, Eleanor Y.—S4	Mainesburg	Tioga
Norman, Niles E.—S4	Arnot	Tioga
Novak, Theodore J.—S2	Hudson	Luzerne
Novitske, William J.—S1	Blossburg	Tioga
Oakey, Vivian L.—M4	Wyalusing	Bradford
Obert, Richard L.—S1	Dushore	Sullivan
O'Donnell, Joseph E.—S1	Wilkes-Barre	Luzerne
O'Keefe, Jerome J.—S1	Towanda	Bradford
O'Mara, Hugh R.—S1	Wyalusing	Bradford
O'Neill, Patricia E.—E1	Mauch Chunk	Carbon
Opet, Eugene A.—S1	Kingston	Luzerne
Ott, George E.—S1	Wayne	Delaware
Overdorff, Lynn A.—S1	Williamsport	Lycoming
Owen, William F.—S2	Mansfield	Tioga
Page, Marilyn A.—M1	Susquehanna	Susquehanna
Palmer, Glenn R.—S1	Montrose	Susquehanna
Palmer, Shirley A.—M3	Troy	Bradford
Parsons, John H.—S1	Towanda	Bradford
Parsons, Walter K.—S1	Towanda	Bradford
Patt, Theodore J.—S1	Wellsboro	Tioga
Payne, Ava H.—S2	Westfield	Tioga
Payne, Carolyn A.—E2	Eldred	McKean
Payne, Carl M.—S4	Mansfield	Tioga
Pazahanick, Peter P.—S1	Wilkes-Barre	Luzerne
Peifer, Phyllis M.—H1	Manheim	Lancaster
Perkins, William H.—S4	Hallstead	Susquehanna
Perschau, Kenneth E.—S1	Wilkes-Barre	Luzerne
Petrillo, Anthony M.—S1	Wilkes-Barre	Luzerne
Phillips, James C.—S1	Laurel Springs, N.J.	Camden
Phillips, Robert A.—S1	Kingston	Luzerne
Phillips, Ruth E.—M1	Covington	Tioga
Pierce, Shirley D.—S2	Wellsboro	Tioga
Pineno, Francis L.—M1	Wyoming	Luzerne
Piper, Glenn B.—S1	Duke Center	McKean
Place, Agnes I.—H3	Mehoopany	Wyoming
Poltash, George J.—S1	Plains	Luzerne
Poltash, Michael—S1	Plains	Luzerne
Parretta, Eugenia M.—S1	Silver Creek	Schuylkill
Poster, Arnold R.—S1	Valley Stream	Nassau
Price, Arnold J.—M1	Wellsboro	Tioga

Name	Town	County
Prindle, Erwin W.—S1	Shinglehouse	Potter
Prindle, Farrend C.—S1	Elkland	Tioga
Radebach, Richard W.—M1	Ebensburg	Cambria
Ramage, Eleanor A.—H3	Wyoming	Luzerne
Ramsey, Barbara E.—E1	Norristown	Montgomery
Randon, Ted E.—S1	Wilkes-Barre	Luzerne
Rauscher, John M.—S1	Mansfield	Tioga
Raykovitz, Frank J.—S1	Wilkes-Barre	Luzerne
Razey, Don H.—M3	Emporium	Cameron
Razey, Gloria—M4	Emporium	Cameron
Rees, Horace W.—S1	Wellsboro	Tioga
Rehrer, Eugene F.—M1	Pine Grove	Schuylkill
Rexford, Ruth I.—E3	Sabinsville	Tioga
Rickolt, Charles L.—S1	Muncy	Lycoming
Rickolt, Paul N.—S1	Muncy	Lycoming
Ritter, James R.—M3	Eagles Mere	Sullivan
Ritter, Richard L.—S1	Mansfield	Tioga
Roberts, Gloria M.—E1	Millport	Potter
Roberts, John—M1	Edwardsville	Luzerne
Rockwell, Jeannine F.—H2	Troy	Bradford
Rogan, Mary A.—S2	Springville	Susquehanna
Ross, Gayl M.—M1	Waverly	Lackawanna
Ross, Marian J.—M4	Tunkhannock	Wyoming
Rusin, Nicholas—S1	Mildred	Sullivan
Russell, Margaret J.—H1	Mansfield	Tioga
Russell, Mary E.—S3	Genesee	Potter
Samson, Helen M.—S2	Roulette	Potter
Savage, William J.—M1	Clarke Summit	Lackawanna
Sawyer, Harley T.—S1	Coudersport	Potter
Schanbacker, Pauline B.—H4	Mansfield	Tioga
Schank, Dorothy M.—S3	Scranton	Lackawanna
Scheerer, Margaret H.—H4	Wellsboro	Tioga
Schlenker, Marvin F.—M1	Kutztown	Berks
Schmelzle, C. Dolores—S1	Ralston	Lycoming
Schmidt, Elizabeth M.—H4	Lehighton	Carbon
Schmitt, Carl J.—S1	Wilkes-Barre	Luzerne
Scudder, Laurence F.—S2	Riverhead	New York
Secor, Albert M.—S1	Towanda	Bradford
Secor, Gordon S.—S1	Towanda	Bradford
Selley, Regina L.—M4	Dushore	Sullivan
Shafer, Beatrice—H1	Cogan Station	Lycoming
Shanley, Lawrence D.—S1	Ogdensburg	Tioga
Shannon, Jerry A.—S4	Meshoppen	Wyoming
Shaw, Ada M.—M3	Mansfield	Tioga

Name	Town	County
Shaw, Leland W.—S1	Mansfield	Tioga
Shedden, Lynette J.—S4	Blossburg	Tioga
Sheehan, Ruth W.—S4	Mansfield	Tioga
Sheffel, Elizabeth B.—S1	Roaring Branch	Tioga
Shrift, Donald C.—M1	Summerhill	Cambria
Shultz, Anna M.—H4	Williamsport	Lycoming
Siegel, Joan L.—E3	Laceyville	Wyoming
Silkman, Betty M.—H1	Sayre	Bradford
Simmons, Cecil E.—S4	Wellsboro	Tioga
Simmons, Richard L.—S1	Wellsboro	Tioga
Simonson, Waunita S.—E1	Montrose	Susquehanna
Sittler, Philip H.—M1	Allentown	Lehigh
Sjostrom, Dorothy E.—E1	Athens	Bradford
Slawta, Marie K.—M1	Lopez	Sullivan
Slocum, Marilyn E.—E2	Ararat	Susquehanna
Slusser, Lois E.—H2	Nescopeck	Columbia
Smith, Albert L.—S1	Troy	Bradford
Smith, Charles F.—S1	Wyalusing	Bradford
Smith, Edward S.—S1	Mansfield	Tioga
Smith, Gordon H.—S1	Mansfield	Tioga
Smith, Helen A.—H4	Mainesburg	Tioga
Smith, John D.—S1	Kingston	Luzerne
Smith, Lester J.—S1	Galeton	Potter
Smith, Richard E.—M1	W. Pittston	Luzerne
Smyth, Suzzan—S4	Hughesville	Lycoming
Snell, David G.—S2	Towanda	Bradford
Snyder, Barbara J.—H1	Sunbury	Northumberland
Snyder, Wellington H.—M1	Rebuck	Northumberland
Solowiej, Dorothy K.—E2	Wyalusing	Bradford
Sones, John R.—S1	Muncy	Lycoming
Sours, N. Allen—S1	Mainesburg	Tioga
Sours, Shirley J.—H1	Mansfield	Tioga
Spaulding, Dorothy B.—H 4	Waymart	Wayne
Spencer, Margaret A.—E4	Canton	Bradford
Spencer, Selden J.—S3	Towanda	Bradford
Spleen, Margaret O.—H1	Ridgway	Elk
Staiger, Henry W.—M1	Coudersport	Potter
Starcheski, Stephen F.—S1	Scranton	Lackawanna
Stebbins, Mona L.—E3	Sabinsville	Tioga
Steinbacher, James O.—S1	Towanda	Bradford
Stephens, Edgar T.—S1	Wilkes-Barre	Luzerne
Stevens, Mary L.—S1	Mansfield	Tioga
Stevens, Thomas C.—M1	Towanda	Bradford
Sterling, Lucille E.—M 2	Wyalusing	Bradford
Stilwell, Clarice L.—H4	Mansfield	Tioga

Name	Town	County
Stone, Mary E.—E2	Mifflinburg	Union
Stover, Glenn G.—S1	Muncy	Lycoming
Stowe, Robert L.—M4	Corry	Erie
Strom, Margaret L.—S1	Forest City	Susquehanna
Stroud, Richard R.—S4	Athens	Bradford
Sundberg, Arnold B.—S1	Jersey Shore	Lycoming
Swan, Miriam L.—M2	Williamsport	Lycoming
Sweeda, Joseph J.—S1	Hudson	Luzerne
Taylor, John C.—S1	Mansfield	Tioga
Taylor, William F.—S1	Mansfield	Tioga
Teater, Donald M.—S1	Genesee	Potter
Tingley, Ruth M.—S1	Blossburg	Tioga
Thomas, Charles H.—M1	Kingston	Luzerne
Thompson, Harold J.—S1	Wellsboro	Tioga
Thompson, Margaret A.—M4	Clarks Summit	Lackawanna
Thornton, LaVerne A.—S2	Watrous	Tioga
Tompkins, Nellie I.—S1	Hallstead	Susquehanna
Toole, Martin J.—S2	Wilkes-Barre	Luzerne
Track, Jean E.—H1	Saylorsburg	Monroe
Trowbridge, Anna M.—S3	Laceyville	Wyoming
Turnick, John P.—S1	Olyphant	Lackawanna
Tyrpak, Basil—S2	Mayfield	Lackawanna
Varcoe, Eunice P.—S2	Waymart	Wayne
Volante, Paul G.—S3	Elkland	Tioga
Vroman, Francis L.—S1	Blossburg	Tioga
Walker, John R.—S1	Peckville	Lackawanna
Walls, Jeanette K.—S1	Carbondale	Lackawanna
Walsh,, Joseph M.—S1	Plains	Luzerne
Ward, Thomas S.—M2	McKeesport	Aleegheny
Warner, Dorothy I.—E3	Friendsville	Susquehanna
Warren, Edith M.—M2	New Milford	Susquehanna
Washeleski, Victoria H.—M3	Simpson	Lackawanna
Wasilewski, Chester J.—S2	Wilkes-Barre	Luzerne
Watkins, Barbara S.—E3	Williamsport	Lycoming
Watkins, Roger R.—S1	Ogdensburg	Tioga
Webb, William H.—S2	Towanda	Bradford
Weber, Eleanor J.—M3	Erie	Erie
Webster, Dewey F.—S4	Mansfield	Tioga
Weed, Charles E.—S4	Dushore	Sullivan
Weibel, Lorenz H.—S2	Scranton	Lackawanna
Weiss, Melvin I.—S1	Sayre	Bradford
Weit, Andrew M.—M1	Ephrata	Lancaster
Welch, Catherine E.—S2	Corning, N. Y.	Steuben

Name	Town	County
Welles, Clayton—S1	Wyalusing	Bradford
Welles, Lincoln—S1	Wyalusing	Bradford
Wells, Ruth A.—E4	East Smithfield	Bradford
Wheeler, Milton W.—S1	Elkland	Tioga
White, James M.—S1	Wellsboro	Tioga
White, Josephine M.—H3	Greenwood, N.Y.	Steuben
Whiting, Richard L.—M1	Elmira, N.Y.	Chemung
Whitney, Jean R.—M4	Ulysses	Potter
Whitney, John R.—S2	Ulysses	Potter
Wich, Dorothy L.—M 1	Elmira, N.Y.	Chemung
Wilcox, Andrew R.—S1	Williamsport	Lycoming
Wilcox, Elynor M.—M 1	Montrose	Susquehanna
Wilcox, Jack M.—M 4	Bradford	McKean
Wilcox, Jane E.—H1	Duke Center	McKean
Wilcox, Rodney C.—S1	Williamsport	Lycoming
Williams, Howard C.—M1	Scranton	Lackawanna
Willson, Doris L.—H 3	Taylor	Lackawanna
Wilson, Charles R.—S1	Towanda	Bradford
Wilson, Earl L.—S2	Wellsboro	Tioga
Wilt, George Y.—M1	Towanda	Bradford
Wingert, William J.—S4	Wiconisco	Dauphin
Witcraft, Eugene H.—M1	Stroudsburg	Monroe
Wood, Warren G.—S1	Athens	Bradford
Woodin, May B.—M2	Kane	McKean
Wrobleski, Walter—S1	Wilkes-Barre	Luzerne
Yeager, Mary E.—H 2	Millersburg	Dauphin
Yeck, Elmer J.—S1	Olyphant	Lackawanna
Yost, Doris J.—H2	Bausman	Lancaster
Young, Charles N.—S1	Mansfield	Tioga
Young, Leda R.—E3	Mansfield	Tioga
Zagozewski, Carl L.—M1	Sayre	Bradford
Zillhardt, Lillian A.—H1	Fleetwood	Berks
Zubres, Clemens M.—S1	Wilkes-Barre	Luzerne

Cooperative Nursing Program
(Hahnemann Hospital—Scranton, Pa.)

Name	Town	County
Bender, Margaret A.	Scranton	Lackawanna
Brzostek, Eleanor B.	Dalton	Lackawanna
Cross, Margaret D.	Taylor	Lackawanna
Decker, Harriet A.	Clarks Summit	Lackawanna

Name	Town	County
Fadden, Marjorie A.	Tobyhanna	Monroe
Gorski, Anne C.	Scranton	Lackawanna
Hill, Marjorie A.	Honesdale	Wayne
Hopf, Lois J.	Scranton	Lackawanna
Igoe, Winifred M.	Dunmore	Lackawanna
Kagler, Janis L.	Waverly	Lackawanna
Kneiss, Olga	Taylor	Lackawanna
Leon, Sheila E.	Scranton	Lackawanna
O'Buck, Elizabeth	Mayfield	Lackawanna
Pearson, Shirley M.	Scranton	Lackawanna
Pethick, Sarah G.	Scranton	Lackawanna
Royer, Josephine E.	Wilkes-Barre	Luzerne
Sherosick, Clare B.	Forest City	Susquehanna
Trent, Mary F.	Scranton	Lackawanna
Wickizer, Eloise M.	Factoryville	Wyoming
Wykoski, Virginette H.	Throop	Lackawanna

Cooperative Nursing Program
(Robert Packer Hospital—Sayre, Pa.)

Name	Town	County
Adams, Betty J.	Carbondale	Lackawanna
Bailey, Mary R.	Smethport	McKean
Baker, Irene L.	Ithaca	Tompkins
Barnes, Betty M.	Towanda	Bradford
Bonde, Ingeborg	Barton, N.Y.	Tioga
Carpenter, Shirley M.	Middlebury Center	Tioga
Case, Jean C.	Hallstead	Susquehanna
Conn, Willa M.	Hollidays Cove, W. Va.	Brooke
DeWan, Mary T.	Towanda	Bradford
Dickerson, Charlotte M.	Gaines	Tioga
Donnelly, Mary E.	Owego	Tioga
Ellis, Mary J.	Waverly	Tioga
Hottenstein, Helen J.	Overton	Bradford
Inch, Helen R.	Carbondale	Lackawanna

STUDY

Name	Town	County
Kasarda, Elizabeth J.	Carbondale	Lackawanna
Kellogg, Rosemary L.	East Smithfield	Bradford
Kisner, Patricia A.	Towanda	Bradford
MacNeal, Patricia A.	Waverly	Bradford
Meeker, Phyllis J.	McLean, N.Y.	Tompkins
Parke, Sally R.	Van Etten, N.Y.	Chemung
Slater, Mary L.	Athens	Bradford
Smith, Doris L.	Geneva, N.Y.	Ontario
Sneddon, Alma A.	Syracuse, N.Y.	Onondaga
Strabryla, Anne J.	Mildred	Sullivan
Wicks, Alice E.	Deposit, N.Y.	Broome
Winters, Kathryn C.	Wheeler, N.Y.	Steuben

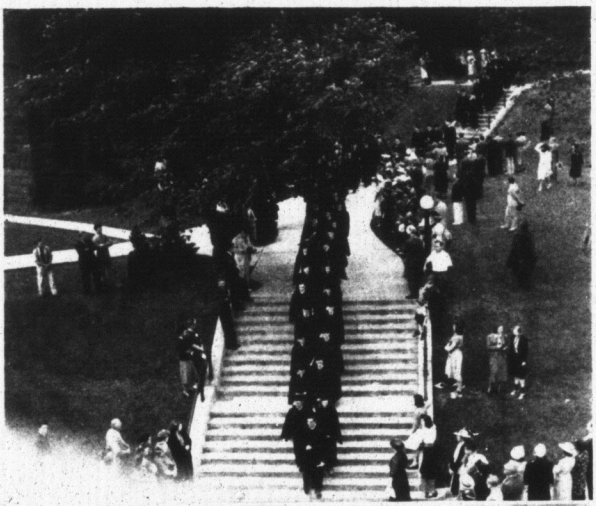
Pennsylvania State College Students

Name	Town	County
Alderson, Marian E.	Pittsburgh	Allegheny
Almony, Richard D.	Moscow	Lackawanna
Anderson, Charles R.	Morrisville	Bucks
Anderson, Robert T.	Philadelphia	Philadelphia
Arnts, Margaret J.	Sayre	Bradford
Barton, Jane A.	Tarentum	Allegheny
Bennardi, Rudolph A.	Williamsport	Lycoming
Benson, Phyllis K.	Athens	Bradford
Blakeslee, A. Eugene	East Smithfield	Bradford
Blanchard, Francis L.	Tioga	Tioga
Brunner, John R.	Bradford	McKean
Bryan, Diana R.	Mansfield	Tioga
Buchanan, Andrew	Phoenixville	Chester
Burke, George K.	Towanda	Bradford
Burkhart, Gladys M.	Sayre	Bradford
Card, Marie F.	Sylvania	Bradford
Carmack, Robert	Philipsburg	Centre
Carpenter, Rodger W.	Dalton	Lackawanna
Carson, Gordon R.	Troy	Bradford
Christmas, James M.	Camp Hill	Cumberland
Chubb, Gill	Roslyn	Montgomery
Clark, Owen A.	Havertown	Delaware
Cohen, Mary K.	State College	Centre
Cook, Walter W.	Lahaska	Bucks
Coon, Dorothy A.	Homestead	Allegheny

Name	Town	County
Cooner, John D.	Waverly	Lackawanna
Corman, Beverly J.	Pleasant Gap	Centre
Craig, James H.	Wyncote	Montgomery
Dangue, C. Nanette	Carbondale	Lackawanna
Darling, Russell B.	Philadelphia	Philadelphia
De Leo, Joseph D.	Sheffield	Warren
Dohl, Torrence W.	Shickshinny	Luzerne
Doner, Katherine E.	Willow Street	Lancaster
Dorsett, Lane H.	Mansfield	Tioga
Drozdiak, Louise G.	Shamokin	Northumberland
Drummond, Florence M.	Broomall	Delaware
Edelstein, Phyllis	Towanda	Bradford
Edgcomb, Leslie I.	Knoxville	Tioga
Eshmont, Regina C.	Atlas	Northumberland
Evans, Nancy J.	Blakely	Lackawanna
Evelev, Ruth I.	Reading	Berks
Eyet, Irwin C.	Plains	Luzerne
Finkel, Dorothy A.	Mifflinburg	Union
Fisher, Frances L.	York	York
Fleisher, Oscar T.	Philadelphia	Philadelphia
Flood, Joseph R.	Philadelphia	Philadelphia
Ford, Richard W.	Wellsboro	Tioga
Franklin, William	Philadelphia	Philadelphia
Fritz, Earl C.	Benton	Columbia
Fromm, Daniel	Harrisburg	Dauphin
Fuller, Robert S.	Bradford	McKean
Gallup, Arthur R.	Smethport	McKean
Garrison, William P.	State College	Centre
Gaver, Paul H.	Blue Ridge Summit	Franklin
Gordon, William Q.	State College	Centre
Gribb, John J.	Nanticoke	Luzerne
Grove, John V.	Harrisburg	Dauphin
Hajjar, David J.	Harrisburg	Dauphin
Hamman, Robert D.	Harrisburg	Dauphin
Hart, Abram	Philadelphia	Philadelphia
Harter, Wanda J.	Berwick	Columbia
Herrick, Hildegarde	Sayre	Bradford
Herting, David C.	Pottstown	Montgomery
Heyler, Edward E.	Morris	Tioga
Hickey, William H.	State College	Centre
Hilbolt, William C.	Wellsboro	Tioga
Hileman, Lois R.	Worcester	Montgomery

Name	Town	County
Hills, Margaret L.	Butler	Butler
Hoke, Delia L.	Spring Grove	York
Hower, Betty J.	Montrose	Susquehanna
Hummer, William L.	Wilkes-Barre	Luzerne
Hurwitz, Samuel	Philadelphia	Philadelphia
Javornik, Jacob J.	Westport	Clinton
Jelacic, Dolores E.	Pittsburgh	Allegheny
Johnston, Roberta R.	Emmaus	Lehigh
Jones, Doris H.	Little Meadows	Bradford
Kerchusky, Leona M.	Ringtown	Schuylkill
Kirchner, Frederick R.	Library	Allegheny
Kirkendall, Robert K.	Sabinsville	Potter
Klein, Willard M.	Philadelphia	Philadelphia
Knisley, Raymond S.	Harrisburg	Dauphin
Kominski, John	Sayre	Bradford
Kutzer, Eileen M.	Preston Manor	Wickford
Land, Marjorie	Bedford	Bedford
Larzo, Mary F.	Philadelphia	Philadelphia
Lefkowitz, Annette S.	Shenandoah	Schuylkill
Lego, John H.	Williamsport	Lycoming
Levinson, James C.	Pittsburgh	Allegheny
Mader, Barbara A.	Ridgway	Elk
Mateer, Robert E.	Punxsutawney	Jefferson
Musser, Theodore W.	Snow Shoe	Centre
Muth, Charles D.	Lititz	Lancaster
Neufer, Franklin	Bloomsburg	Columbia
Nolan, William J.	Old Forge	Lackawanna
Parks, Romayne	Glen Lyon	Luzerne
Phillips, George H.	Warren	Warren
Piollet, Joyce M.	Towanda	Bradford
Preston, Phillip S.	Canton	Bradford
Ragnelli, Irma B.	Philadelphia	Philadelphia
Rehkopf, Robert P.	Nanticoke	Luzerne
Roberts, Carl G.	Kingston	Luzerne
Robinson, Thomas R.	Mansfield	Tioga
Russell, Carolyn M.	Wilson	Allegheny
Savage, Nevin W.	Berwick	Columbia
Schobert, Fred K.	Hunlock Creek	Luzerne
Scrivens, Gerald R.	Athens	Bradford
Siegel, Herbert	Plumsteadville	Bucks

Name	Town	County
Sileski, Helen C.	Pringle	Luzerne
Slonaker, Robert E.	Pottstown	Montgomery
South, Vivian J.	Lewistown	Mifflin
Stroup, Margaret J.	Emporium	Cameron
Trimmer, Fay M.	Crafton	Allegh
Vandergrift, Robert G.	Williamsport	Lycoming
Vargo, Stephen C.	Swedesburg	Montgomery
Vaughn, Douglas L.	Galeton	Potter
Vaughn, Lee E.	Newton Hamilton	Mifflin
Walter, James W.	Harrisburg	Dauphin
Waters, James S.	Dallas	Luzerne
Weller, Ralph H.	Towanda	Bradford
Wheeler, Robert C.	Tunkhannock	Wyoming
Whitacre, Ben L.	State College	Centre
Whitehorn, Betty A.	Gilberton	Schuylkill
Williams, Russell J.	Farrell	Mercer
Wilson, Clyde H.	Knoxville	Tioga
Witkowski, Joseph A.	Philadelphia	Philadelphia
Zekauskas, Ann B.	Kingston	Luzerne



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PRACTICE

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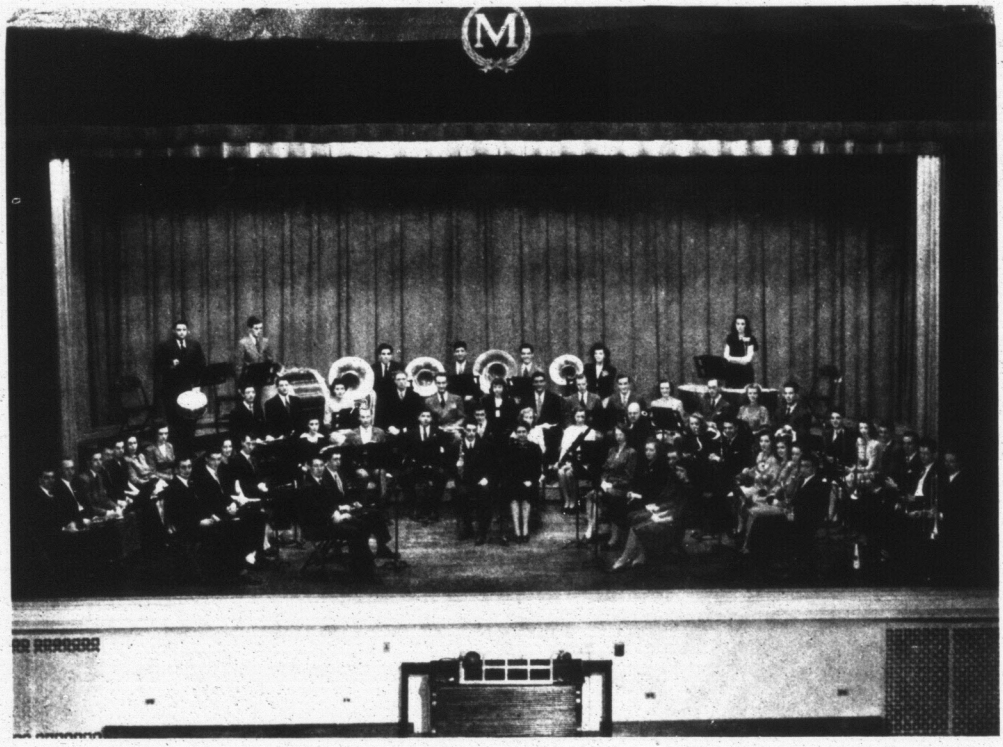

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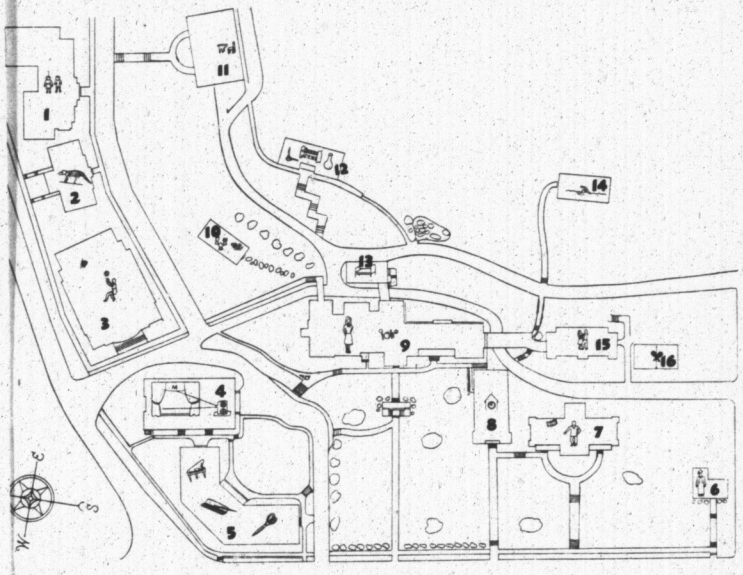

CHART OF COLLEGE CAMPUS

LEGEND

No.	Initials	Name of Building
1	EB	Elementary
2	EC	Education Center
3	GB	Gymnasium Building
4	SA	Straughn Auditorium
5	AB	Arts Building (Music and Homemaking)
6	PH	President's Home
7	SH	South Hall (Library and Men's Dormitory)
8	AH	Alumni Hall
9	NH	North Hall (Administrative Offices and Women's Dorm.)
10	GH	Green House
11	JH	Junior High School
12	SB	Science Building
13	IB	Infirmary Building
14	SP	Swimming Pool
15	SC	Student Center
16	TC	Tennis Courts